

1937

A personality study of college speakers

Clyde Walton Dow

University of Massachusetts Amherst

Follow this and additional works at: <https://scholarworks.umass.edu/theses>

Dow, Clyde Walton, "A personality study of college speakers" (1937). *Masters Theses 1911 - February 2014*. 1464.
Retrieved from <https://scholarworks.umass.edu/theses/1464>

This thesis is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Masters Theses 1911 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

UMASS/AMHERST



312066013810502

A PERSONALITY STUDY OF COLLEGE SPEAKERS

DOW - 1937

LD
3234
M268
1937
D744

A PERSONALITY STUDY OF COLLEGE SPEAKERS

BY

CLYDE WALTON DOW

THESIS SUBMITTED FOR DEGREE OF MASTER OF SCIENCE

MASSACHUSETTS STATE COLLEGE, AMHERST

1937

CONTENTS

| | Page |
|---------------------------------------|------|
| INTRODUCTION | 1 |
| SCOPE OF STUDY | 8 |
| DETERMINATION OF MEASUREMENTS | 14 |
| DESCRIPTION OF TRAITS AND TESTS | 18 |
| MANNER OF COLLECTING DATA | 28 |
| PLAN OF HANDLING DATA | 32 |
| TABULATION AND CORRELATION | 34 |
| DISCUSSION OF DATA | 47 |
| SUGGESTIONS FOR FURTHER INVESTIGATION | 74 |
| SUMMARY AND CONCLUSIONS | 77 |
| ACKNOWLEDGMENTS | 83 |
| BIBLIOGRAPHY | 84 |
| APPENDICES | 88 |

TABLES

| | | |
|------|--|----|
| I | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group I | 34 |
| II | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group II | 35 |
| III | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group III | 36 |
| IV | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group IV | 41 |
| V | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group V | 42 |
| VI | Numerical Grades on Each Test and Percentage Mark in Public Speaking for Each Student, Group VI | 43 |
| VII | Correlations between Each Personality Rating and Public Speaking Mark for Each of the Six Groups | 44 |
| VIII | Correlations between Each Personality Rating and Public Speaking Mark for Groups I, II, IV, and V Combined | 45 |

TABLES (continued)

| | | |
|------|---|----|
| IX | Correlations between Each Personality Rating and Public Speaking Marks for All Six Groups Combined | 46 |
| X | Correlations between Each Personality Test Rating and Public Speaking Marks for Group I with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations | 48 |
| XI | Correlations between Each Personality Test Rating and Public Speaking Marks for Group II with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations | 50 |
| XII | Correlations between Each Personality Test Rating and Public Speaking Marks for Group III with Number of Cases, Standard Error of r, and Three Standard Errors to Indicate Reliability of Correlations | 51 |
| XIII | Correlations between Each Personality Test Rating and Public Speaking Marks for Group IV with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations | 53 |

TABLES (continued)

| | | |
|-------|---|----|
| XIV | Correlations between Each Personality Test Rating and Public Speaking Marks for Group V with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations | 54 |
| XV | Correlations between Each Personality Test Rating and Public Speaking Marks for Group VI with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations | 56 |
| XVI | Correlations between Each Personality Test Rating and Public Speaking Marks for Groups I, II, IV, and V Combined, with Number of Cases, Standard Error of r and Three Standard Errors to Indicate Reliability of Correlations | 60 |
| XVII | Correlations between Each Personality Test Rating and Public Speaking Marks for All Groups Combined, with Number of Cases, Standard Error of r, and Three Standard Errors to Indicate Reliability of Correlations | 64 |
| XVIII | I-E (introversion-extroversion) Correlations for All Groups and Combinations of Groups with Standard error of r or rho, and Three Standard Errors to Indicate Variability and Reliability of the I-E Test and Public Speaking Marks | 67 |

TABLES (concluded)

| | | |
|-----|--|----|
| XIX | A-S (ascendancy-submission) Correlations for All Groups and Combinations of Groups with Standard Error of r or ρ , and Three Standard Errors to Indicate the Variability and Reliability of the A-S Test and Public Speaking Marks | 68 |
| XX | X-O ("total affectivity") Correlations for All Groups and Combinations of Groups with Standard Error of r or ρ , and Three Standard Errors to Indicate the Variability and Reliability of the X-O Test and Public Speaking Marks | 70 |
| XXI | H-N (hyperkinetic-hypokinetic) Correlations for All Groups and Combinations of Groups with the Standard Error of r or ρ , and Three Standard Errors to Indicate the Variability and Reliability of the H-N Test and Public Speaking Marks | 72 |

INTRODUCTION

In recent years there have been many attempts to determine what types or qualities of personality are best adapted to various types of activities. These activities include farming, bookkeeping, banking, music, writing, academic study, teaching, tea-room management, and many, many more.

"Different vocational situations may have different personality requirements. General sociability and a liking for people are requisites for persons who are to hold jobs that will bring them into contact with other people. This is true of a whole host of positions -- those of salesman, the counter clerk, and the gasoline station attendant, for example".¹

When a group of investigators find that a large number of people, participating in a given activity, have, in general, the same personality traits they (the investigators) then assume that these traits are an aid in that field. The Allports² follow this view and suggest that "those with ascendant scores would perhaps have a special

1. Harold V. Gaskill, "Personality", p. 26.

2. Gordon W. Allport and Floyd H. Allport, "The A-S Reaction Study" in the Manual of Directions, Scoring Values, and Norms, p. 15.

advantage in ... executive work,... law, politics, organizing and kindred occupations".

Some studies have been made concerning one or more personality traits and school situations. MacHitt's study is one example of this type of investigation. Tyler has also written in this field. In 1935 Bosworth found a coefficient of correspondence of .65 between personality ratings and school marks. The "Psychological Bulletins" from time to time present personality and character lists and works of correlation. But material on speech

-
3. Reginald DeKoven MacHitt, "Introversion and Extroversion in the High School: Their Relation to Age, Sex, Academic Success, and Leadership"; Doctor's dissertation, University of Michigan. Reported in "The University of Michigan School of Education Bulletin", Volume 4, No. 1, October 1932, p. 13.
 4. Henry T. Tyler, "The Bearing of Certain Personality Factors other than Intelligence on Academic Success"; Teachers College, Columbia University Contributions to Education, No. 468.
 5. William Ezra Bosworth, Jr., "A Study of the Interrelationships of Intelligence, School Marks, Home Environment, Personality and Conception of Values"; Master's thesis at Massachusetts State College, 1935, p. 175.
- # Especially good lists in the 1928, 25 and 1929, 26 issues.

and personality is lacking. This study intends to present one small part of the relationship of speech to personality in much the same way that other activities have been correlated with personality.

Many opinions are held concerning speech and personality. For example, we have the opinion held that extroverts make the best speakers. Public speaking teachers make this assertion on the basis that the extrovert generally "lets himself go", and, as a general rule, he puts his ideas and feelings into overt action rather readily. It is assumed that a speaker should be able to follow this same procedure.

We are all aware of the influence of personality in speaking as it is shown in President Franklin Delano Roosevelt. In actual audience situations (this study is not concerned with radio) the personality of Alfred E. Smith is assumed to be a potent factor in his success in speaking.

The general belief that personality plays an important part in public speaking

(as far as the writer can determine)[#] has not been subjected to actual scientific survey. This thesis attempts to study the problem from a scientific point of view, and to bring evidence that there is, or that there is not, any definite relationship between personality traits and public speaking ability.

The fact that personality is a very difficult thing to define has played a definite part in all studies concerned with its correlation to any other trait, and will play an important part in this study. A re-statement of a few attempts at definition will serve to indicate the complexity of the matter, and lead to a procedure that has been adopted by other studies:

Allport, "The individual's characteristic reactions to social stimuli and his adaptation to the social features
of his environment".⁶

Charles W. Lomas recently considered the effect of the emotion of "stage fright" and speaking. "The Psychology of Stage Fright", in the "Quarterly Journal of Speech", Vol. XXIII, Number 1, pp. 35-44.

6. Quoted by Thelma Hunt, "Measurement in Psychology", p. 321.

Dorcus and Shaffer, "A stimulus pattern toward which others react".⁷

Boring, Langfeld and Weld, "Personality refers to the behavior of the individual which is not stereotyped either by the group or by the non-social environment. It may be defined more positively as the behavior of the individual which differentiates him from his fellows".⁸

Link, "Personality is represented by the extent to which the individual has learned to convert his organic energies into habits or actions which successfully influences other people".⁹

Burnham, "The total integration of one's modes of reaction constitute one's character, one's personality".¹⁰

Shaffer, L.F., "The personality of an individual may be defined as his persistent ten-

7. R. M. Dorcus and J.W. Shaffer, "Textbook of Abnormal Psychology", p. 332.

8. E.G. Boring, H.C. Langfeld, H.P. Weld and collaborators, "Psychology", p. 496.

9. Henry C. Link, "A Test of Four Personality Traits of Adolescents", in the "Journal of Applied Psychology", Vol.XX, No.5, Oct., 1936, p. 528.

10. W.H. Burnham, "The Kernal Mind", p. 197.

dencies to make certain kinds and qualities of adjustment".¹¹

Such complexity makes one wonder just how any attempt to determine what personality traits were required for any activity, or what correlation existed between personality and any other activity, or measure, could progress. This difficulty is overcome, (or evaded) to a large degree, by omitting the question of definition of personality itself, and by using the so called personality tests. The person conducting the study either takes standard personality tests or develops his own tests and uses these for his rating.

Personality tests, according to Hunt,¹² include "a large number of non-intellectual traits rather loosely grouped under the heading of personality".

This study follows the same procedure of other investigators in the field and chooses four personality tests as an indication of personality.

The comparison, or correlation, of these

-
- 11. L.F. Chaffer, "The Psychology of Adjustment", p. 282.
 - 12. Thelma Hunt, "Measurement in Psychology", pp. 321-322.

test results with public speaking marks (the indication of ability) should offer as accurate a picture of the relationship between certain factors in personality and speaking ability as it is possible to give at the present time.

We may state the above in problem form as follows:

Are there any correlations between certain personality traits that can be measured by psychological tests and public speaking ability as indicated by class marks; and if so, what are the correlations?

SCOPE OF STUDY

In order to make the study as reliable as possible six different classes of students were chosen. The selection was further varied by choosing these classes from three different colleges: Mount Holyoke, Amherst, and Massachusetts State. The different classes in the different colleges were taught by different instructors. The total picture presented 153 students in six different classes from three colleges, taught by four different instructors.

The combinations of classes, number of students, college, and instructor were as follows:

Group I consisted of 6 students from a sophomore required course in Public Speaking at Massachusetts State College, and was taught by Mr. Vernon Helming.

Group II consisted of 16 students from a freshmen required course at Amherst, and was taught by Professor Stewart Garrison.

Group III consisted of 93 students from a sophomore required course in Public Speaking at Massachusetts State College, and was taught by Mr. C.W. Dow.

Group IV consisted of 11 students from an elective course for upperclassmen at Mount Holyoke College, and was taught by Miss Louise Jewett.

Group V consisted of 14 students from a sophomore elective course at Amherst College, and was taught by Professor Garrison.

Group VI consisted of 13 students from an elective course for upperclassmen at Massachusetts State College, and was taught by Mr. Dow.

Such a selection gives an indication of the various colleges. The combination also offers a more representative survey. The different instructors also permit varieties of view-point.

The number of assignments given to the various groups was varied.[#] Group I had 10 assignments; group II had 6; group III had 9; group IV had 12; group V had 15; and group VI had 11. The average number of assignments

[#] The complete list of assignments for each group is given in Appendix C.

for all groups was 10.5; for the first three groups, 8.33; and for the last three groups, 12.66. However, speech teachers do not mark all assignments and certain assignments (those not considered extemporé-communicative type) were omitted in determining the average mark of students for the term. The assignments considered in determining the average mark of the students were as follows: Group I, 6; group II, 4; group III, 4; group IV, 7; group V, 13; and group VI, 8. The average number of assignments considered in determining the speech mark for all groups was 7; and for the first three groups 4.66; and for the last three groups, 9.33.

Approximately all of the 153 students took the four personality tests:- giving nearly 600 separate personality ratings. The exact number of tests taken by each group is as follows:
 Group I: I-E, 6; A-S, 6; X-O, 6; H-H, 6.
 Group II: I-E, 16; A-S, 16; X-O, 16; H-H, 16.

-
- I-E, Introversion-Extroversion test.
 A-S, Ascendancy-Submission test.
 X-O, Kresney's test for "Total Affectivity".
 H-H, Hyperkinetic-Hypokinetic test.

Group III: I-E, 89; A-S, 90; X-O, 91; H-H, 90.

Group IV: I-E, 11; A-S, 11; X-O, 11; H-H, 11.

Group V: I-E, 14; A-S, 14; X-O, 13; H-H, 14.

Group VI: I-E, 13; A-S, 13; X-O, 10; H-H, 13.

The total number of tests taken by group I was 24; by Group II, 63; by group III, 360; by group IV, 44; by group V, 55; and by group VI, 49.

The total number of the different kinds of tests taken by all groups was as follows:

I-E, 149; A-S, 150; X-O, 146; and H-H, 150.

The total number of tests taken by all groups was 595.

A brief recapitulation indicates that there were 153 students from 6 classes in 3 colleges; taught by 4 instructors; graded on an average of 7 marks; and rated on 595 personality tests of 4 types.

MANNER OF SELECTING CASES

The manner of selecting subjects for this study was as follows: Whenever possible, all the members, or nearly all the members, of a class were chosen. For example, in group III all but three members of the entire class took the tests. (These three were either absent on the day the tests were given, or failed to complete the assignments required for the average marking scale required for this experiment.) In group IV all but one member of the class participated: This member was absent on the day the tests were administered. In group VI the entire class took the tests and were included in the study.

In groups I, II, and V there was an attempt made to obtain a representative sampling of the larger groups. The instructor in charge of the class was asked to choose twelve or more students according to relative positions in ability for that class. If twelve students could be present an attempt was made to have one-third of that number be in the upper third of the class (as determined by speaking ability shown in marks),

and one-third from the middle section of the class, and the last third from the lower section of the class.

There were no compulsory measures applied in the various groups. As a result of this the representation is not an accurate sampling of the larger group of which these students were a part. A non-voluntary procedure would have been better, and would have given better results, but it could not be used because of the strong opposition that existed in some cases. Tests of any kind were frowned upon.

The instructors in charge of the classes chose a representative sampling of students, and those who were free at that time volunteered to take the tests. The members of groups I, II, and V were selected according to the system indicated above.

As one instructor put it, "They were afraid I was trying to send them to Belchertown".

DETERMINATION OF MEASUREMENTS TO BE USED

In a study of personality and speaking ability there are two measurements to be determined: (1) a measure of personality, and (2) a measure of speaking ability.

It is a well known fact that personality is a difficult thing to measure. We have noted in the INTRODUCTION that those who work with personality have ceased to attempt definitions and have accepted personality tests as a method of indicating something about personality. (It is assumed that these tests give an indication of the traits they are purported to measure.) These tests, it will be admitted, are not so perfect as we could wish them to be, but they do offer an objective means of indicating personality. Hunt¹³ states that "no technique of personality measurement has yet proved thoroughly valid". Such a point of view must be kept in mind when dealing with personality.

The writer, aware of all these pit-falls,

13. Thelma Hunt, "Measurement in Psychology"
p. 333.

chose three standard personality tests as a measurement, or indication, of personality.

There are a great many tests on the market and any choice must be somewhat arbitrary. The three standard tests used in this study (the Neyman and Kohlstedt Diagnostic Test for Introversion-Extroversion, the Allport Scale for Measuring Ascendancy-Submission in Personality, and the Pressey X-O Tests for Investigating the Emotions),[#] were chosen because: (1) They give a numerical result that can be used for algebraic computations; (2) The cost was not beyond the means of the writer -(The approximate cost of the three standard tests used was \$40.00; excluding parcel post and insurance.); (3) They can be given to a number of people at one time; (4) They are as reliable as the average personality test; and (5) They measure the traits that the writer was interested in considering.

[#] All tests are explained in detail in the next section, DESCRIPTION OF TRAITS AND TESTS, pp. 18-27.

² Samples of all tests are given in Appendix A.

¹⁴
West explains personality as muscle tension. When the speaker possesses a given degree of muscular tension (bodily tonus) the speaker is said to have an attractive personality.

The writer developed the Hyperkinetic-Hypokinetic Study to see if a test that attempted to measure physical activity or intensity, much as that suggested above by West, would have a reliable correlation with public speaking ability.

The measurements used as an indication of personality were four personality tests: - the Introversion-Extroversion Test, the Ascendancy-Submission Study, The Pressey X-O Study, and the Hyperkinetic-Hypokinetic Study.

To obtain a numerical measure of speaking ability the average of certain class marks was used.

All teachers fully realize that marks given a student may not represent that student's ability. Nevertheless, for all practical purposes a student's grade, or mark, stands as an indication of his

14. Robert West, "Purposive Speaking", op. cit., p. 281.

ability. We may feel that a student is capable of doing better work, but it is not produced. Sometimes, we also feel that a mark on a test or a given piece of work is higher or lower than our estimate of that student's ability.

To take the average of a student's grades may or may not give an indication of his ability. It is believed, however, that the average does give a closer approximation of his ability than any one mark.

The writer was interested in only those forms of speaking that could be called communicative speech. Other material such as poetic interpretation and pantomime was excluded. The average of the marks thus considered was taken as an indication (measurement) of the student's ability in public speaking.

DESCRIPTION OF TRAITS AND TESTS

The classification of the "General attitude types" of extravert (extrovert) and introvert was proposed by Carl G. Jung in 1923.

"Briefly stated, the extravert is one who is dominated by external social values, while the introvert takes a subjective view and is governed by the relationship of things to himself. The characteristic differences between the two types, as described by Jung, may be tabulated as follows:" says Shaffer. (15)

Extravert Characteristics

1. Directly oriented by objective data.
2. Conduct governed by necessity and expediency.
3. Accommodates readily to new situations.
4. Is negligent of ailments, not taking care of self.
5. Adjustments are compensatory.
6. Typical psychoneuroses is hysteria.

Introvert Characteristics

1. Subjective determinants are more decisive.
2. Conduct governed by absolute standards and principles.
3. Lacks flexibility and adaptability.
4. Is overattentive to ailments and careful of self.
5. Adjustments are made by withdrawing and phantasy.
6. Typical psychoneuroses is obsession or compulsion state.

"This enumeration represents the extravert as the man of action and the introvert as the man of deliberation, which is the conception that has had the greatest influence on psychological discussions of personality".

15. L.F. Shaffer, "The Psychology of Adjustment", p. 286.

"The ascendant type of individual", say O'Neill and Weaver (16), "is the one with a strong urge to dominate every situation of which he is a part. In play on the school grounds he is the captain of the team; in extreme cases, he 'won't play' unless he is allowed to be the captain. In the social life as a child he is the leader of the gang; he won't belong to it if he can't be. As he grows older some of this is knocked out of him by experience, but he frequently retains enough of it to be classified as a distinct type all through life. The definitely ascendant person monopolizes the conversation. It is extremely difficult to get him to listen to anyone else. He wants to be the cynosure of all eyes.... He has many characteristics of a good speaker himself. The opposite type is the submissive person. From his childhood days to the end of his life he is subject to the dominant and ascendant individual. He is highly suggestible and easily controlled by a speaker and rarely becomes a good speaker himself".

The third type of personality trait that is under consideration, degree of emotion, is understood and experienced by all, but it is difficult to classify. Carney Landis¹⁷ presents this idea and an attempted characterization.

He says, "In spite of the great number of literary and dramatic descriptions of emotion that are available, it is not easy to secure material which adequately and accurately pictures emotion.

....."The common characteristics or criterial of emotion are not simple or straightforward. Primarily one thinks of marked or intense pleasantness or unpleasantness (approaching or withdrawing reactions) pervading emotion,

16. O'Neill and Weaver, "Elements of Speech", p. 295.

17. Carney Landis in "Psychology" by Boring, Langfeld, Weld and collaborators, pp. 397-98.

but exceptions occur..... Emotional reactions are usually not specific but involve practically the entire organism. Again there are exceptions. . . . Emotional experiences are usually accompanied by some involvement of visceral or organic change, but occasional cases occur in which there is a total motor or sensory paralysis below the shoulders, after injury to the spinal cord, with retention of emotional experience and expression...

"It seems that emotion can best be characterized as a relationship existing between many diverse elements of experience and reaction. This relationship is not well specified, but, generally speaking, there is marked unpleasantness or pleasantness and disorganization of usually integrated behavior patterns. An emotion is the total of the experience of an individual during any period of time when marked bodily changes of feeling, surprise or upset occur".

If the above classification is accepted we may define an emotional person as one who has strong feelings of pleasantness or unpleasantness during situations causing surprise or upset. On the other hand, an unemotional person will be the reverse; or one who has weak feelings in such a situation, or situations.

The last of the four personality traits, hyperkinetic and hypokinetic, is well pictured by O'Neill and Weaver:¹⁸ "The hyperkinetic type is the individual who is tremendously active.

18. O'Neill and Weaver, "The Elements of Speech", p. 294.

He enjoys nothing better than pleasant exercise. . . . The. . .opposite type, the lethargic, sluggish, lazy, hypokinetic individual... hates nothing quite so much as being stirred up and compelled to exert himself".

The four (or eight) traits depicted above constitute the types of personality considered in this study. All of these traits, with the exception of the hyperkinetic-hypokinetic, have standard tests for their indication.

We shall now consider a brief description of these tests. The description is on the pages immediately following, and the actual tests are given in Appendix A.

Diagnostic Test for Introversion-Extroversion,
by C.A. Meymann and K.D. Kohlstedt.¹⁹

Date: 1928

Publisher: C.H. Stoelting Co., Chicago, Illinois.

Purpose: To reveal tendencies toward intro-
version or extroversion.

Designed for: Adults.

Contents: Fifty statements to be answered by
underlining Yes or No.....

Scoring: The subject is requested to express
his agreement or disagreement with
the idea expressed in each statement
by circling Yes or No. The number
of question answered in the extro-
vert direction are counted and the
number of introverted questions sub-
tracted from this total. A minus
score is introvert, therefore, and a
plus score extrovert.

Norms: For 400 insane patients; 250 college
students; 150 teachers, professional
men etc., are given in manual.

Reliability: Not reported.[#]

19. Report taken from "Psychological Tests,
Methods and Results", by Garrett and
Schneck, p. 137.

Please refer to statement in manual, page
94 of this study.

A Scale for Measuring Ascendancy-Submission in Personality. (The A-S Reaction Study), by G.W. and F.W. Allport.²⁰

Date: 1928

Publisher: Houghton Mifflin Co., New York.

Purpose: "To discover the disposition of an individual to dominate his fellows (or to be dominated by them) in various face-to-face relationships of every-day life".

Designed for: Men and women, a separate form for each.

Contents: The A-S questionnaire, Form for Men comprises thirty-three, and the Form for Women thirty-five, situations or problems. To each of these two to five alternate responses are given.

.....

Scoring: Numerical values, plus, minus, and zero are assigned to the two to five alternate answers to each situation.

20. Report taken from "Psychological Tests, Methods and Results", by Garrett and Schneek, pp. 131-132.

Scoring (continued): Separate scoring values are supplied for men and women. The final score is the algebraic sum of the scores of the separate items. This total is translated into a rating which gives the degree of ascendancy or submission.

Norms: Tentative norms are given in the manual, based upon groups of 1,860 men and 1,275 women.

Reliability: .74 (split-half) for 400 men;
.78 (retest) for 200 women.

X-O Tests for Investigating the Emotions,
by S.L. Pressey.²¹

Date: 1920

Publisher: C.W. Stielting Co., Chicago, Illinois.

Purpose: To uncover individual differences in
moral, emotional and affective ten-
dencies; eccentric attitudes, anxie-
ties and other behavior abnormalities.

Designed for: Form A, for adults; Form B, for
children.

Contents: The blank consists of four sub-tests,
each test containing twenty-five
words each. In tests 1, 3, and 4
the subject is instructed to cross
out all words denoting situations or
things which are unpleasant, blame-
worthy or emotionally disturbing; and
to circle one word in each list of five
which is the most unpleasant or
disturbing. In test 2 the subject is
instructed to cross out all words

21. Report taken from "Psychological Tests,
Methods and Results", by Garrett and
Schneck, p. 136.

Contents (continued): associated in any way with the given stimulus word and to circle one word in each set having the closest relation to the stimulus word..... There are 600 separate items in the whole test.

Scoring: The total number of words crossed out gives the "total affectivity score...."

Norms: Median and quartile scores for both total affectivity and are given in the manual. Results are based upon test scores of 114 college students, fifty-eight women and fifty-six men.

Reliability: Test 1, .85; Test 2, .86; Test 3, .82; Test 4, .87 by retest on sixty-four college students after a forty-eight hour interval. Flemming reports a reliability coefficient of .97 (split-half) for total affectivity score obtained in a group of 328 freshmen....

A scale for Determining Hyperkinetic and Hypokinetic Reactions. (The H-H Reaction Study)
by C.W. Dow.

Date: 1937

Purpose: To indicate individual differences in amount of physical vitality, energy and enthusiasm in habitual behavior.

Designed for: Adults.

Contents: Part I, fourteen statements from general life situations to be answered by underlining Yes or No. Part II, eleven statements from general life situations to be checked from two to four degrees of activity.

Scoring: Numerical values, plus, minus and zero are assigned the various situations. The final score is the algebraic sum of the scores of the separate items.

Norms: The median and quartile scores for 94 unselected college sophomores are as follows: 25th percentile, 3.36; median 8.598; 75th percentile, 10.071.

Reliability: Not determined at present time.

MANNER OF COLLECTING DATA

In collecting the data for this study two procedures were followed: - one type for collecting the personality ratings, and another for the public speaking ability as indicated in class marks.

The personality data were collected as follows: The instructor in charge of the class was requested by the writer to have the selected group of students present at a given time for the purpose of taking the personality studies. On the appointed day the students gathered in an ordinary classroom. The first test (introversion-extroversion) was passed out, and the directions read as given in the manual. The students then marked this test. Next the Ascendancy Submission test was passed out, and again the directions for taking it were read, and the students marked these. These were collected, and the Hyperkinetic-Hypokinetic studies were distributed, and directions given for the correct marking. Finally the Pressey X-O tests were distributed and the directions read as in-

dictated, and the students marked these.

As soon as one test was completed, another was passed out. The usual time for taking the four tests was between one hour and forty-five minutes; - sometimes one hour and thirty minutes.

The procedure as indicated above was used for groups I, II, IV, and V; and the tests were given approximately one month before the close of the first semester.

In groups III and VI a slightly different procedure was followed. The tests for these two groups were not administered at one sitting, but were distributed over a period of several weeks; otherwise the procedure was as indicated above.

All tests were administered by the writer, as required by the directions for that special test. The methods of administration vary with the given tests, and specific directions for each test will be found in the manuals given in Appendix B. However, the general procedure is to pass out the tests and read some simple directions, and then have the

subjects mark these tests.

The tests were then scored as required by the directions given in the manuals for each test. The result gives a numerical indication of the degree of the personality trait measured by that specific test. For example, in the Allport and Allport test for ascendancy-submission a student receives a total score of 23. This indicates that he is 23 points above the absolute statistical zero average of this test. Or, we may say that he has a 23 point ascendant score. All the tests used have a numerical indication of this same general type. This number is the indication of the degree of the personality trait under consideration. The numbers (scores) of these various tests constitute the data of personality considered in this study.

The other data, that of speech marks, were collected as follows: At the end of the semester letters were addressed to the various instructors who had cooperated in making this study. These letters included a record sheet giving the names of the students who had taken

the tests. The instructor then recorded all of the marks for all of the speeches that the students had given during the semester, in the order of presentation.[#] On another record blank the instructor indicated a brief description of the assignments covered by the class, also in the order given. The two records were then returned to the writer.

The records for class assignments were examined and all marks that were given for non-communicative speaking assignments were dropped from the list. The remaining marks were averaged, and these averages constituted the data of "public speaking ability" for this study.

[#] Each instructor was also sent a copy of marking suggestions to assure as much agreement as possible between ratings.

"Please indicate in percentages according to the general college average."

| | | | | | |
|----|-------|----|-------|---|------------------------------|
| A+ | 98 | C+ | 78 | F | Failure (anything below 60%) |
| A | 92-94 | C | 72-74 | | |
| A- | 90 | C- | 70 | | |
| B+ | 88 | D+ | 68 | | |
| B | 82-84 | D | 62-64 | | |
| B- | 80 | D- | 60 | | |

GENERAL PLAN OF HANDLING DATA

To reveal the material of this study in as clear a form as possible all the data were put in tabular form.

Tables I thru VI give the numerical grade on each personality test, and the average mark in Public Speaking for each student. These six tables record, in complete detail, all of the 595 tests taken by the 153 students who participated in the study.

There is a table for each group, and these groups represent a separate class in Public Speaking as indicated in SCOPE OF STUDY, pages 8-9.

A student's introversion-extroversion rating, ascendance-submission rating, total affectivity rating, Hyperkinetic-hypokinetic rating, and speech average can be seen by reading one line of figures directly across a page.

The method of correlation was used to give

as reliable a relationship as possible between the personality trait and speech marks.

First, a rank-difference method of correlation (ρ) was computed for each of the four trait ratings and public speaking marks for each separate group. These correlations are given in Table VII.

Next, a correlation was computed for the relationship between each of the four trait ratings and public speaking marks for groups I, II, IV, and V (These groups were not taught or marked by the writer.) combined. These correlations are given in Table VIII.

Finally a correlation was computed for the relationship between each of the four trait ratings and the public speaking marks for all the combined groups. These correlations are given in Table IX.

These correlations answer our question: What are the correlations between four personality traits and public speaking ability as shown in marks?

(r) Pearson, Product-moment Coefficient of Correlation.

TABULATION AND CORRELATION

| Year | 1940 | 1941 | 1942 | 1943 | 1944 |
|------|------|------|------|------|------|
| 1 | 100 | 100 | 100 | 100 | 100 |
| 2 | 100 | 100 | 100 | 100 | 100 |
| 3 | 100 | 100 | 100 | 100 | 100 |
| 4 | 100 | 100 | 100 | 100 | 100 |
| 5 | 100 | 100 | 100 | 100 | 100 |
| 6 | 100 | 100 | 100 | 100 | 100 |
| 7 | 100 | 100 | 100 | 100 | 100 |
| 8 | 100 | 100 | 100 | 100 | 100 |
| 9 | 100 | 100 | 100 | 100 | 100 |
| 10 | 100 | 100 | 100 | 100 | 100 |

1. The correlation coefficient is a measure of the strength and direction of the relationship between two variables. It is calculated as the ratio of the covariance of the two variables to the product of their standard deviations. The correlation coefficient ranges from -1 to 1, where -1 indicates a perfect negative correlation, 0 indicates no correlation, and 1 indicates a perfect positive correlation.

Table I

Numerical Grades on Each Test and Percentage
Mark in Public Speaking for Each Student

Group I

| Student | I-E [#] | A-S | X-O | H-H | Mark |
|---------|------------------|-----|-----|-----|------|
| 1 | 5 | -22 | 96 | 11 | 71 |
| 2 | -6 | -16 | 141 | -9 | 70 |
| 3 | 14 | 1 | 159 | 17 | 69 |
| 4 | 24 | -12 | 139 | 0 | 68 |
| 5 | -15 | -22 | 228 | 11 | 62 |
| 6 | -2 | 9 | 158 | 3 | 58 |

I-E, Introversion-Extroversion

A-S, Ascendancy-Submission

X-O, Total Affectivity

H-H, Hyperkinetic-Hypokinetic

Table II

Numerical Grades on Each Test and Percentage
Mark in Public Speaking for Each Student

Group II

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|----------------|-----|------|
| 1 | -9 | 8 | 150 | 17 | 90 |
| 2 | -2 | 13 | 73 | -2 | 89 |
| 3 | 6 | 23 | 146 | 4 | 88 |
| 4 | 12 | -3 | 123 | 3 | 87 |
| 5 | -6 | -28 | 77 | 17 | 87 |
| 6 | -2 | -5 | 131 | 3 | 87 |
| 7 | -8 | -8 | X [#] | 12 | 85 |
| 8 | -20 | 34 | 76 | 4 | 85 |
| 9 | 5 | 23 | 115 | 1 | 83 |
| 10 | 10 | 24 | 130 | 13 | 83 |
| 11 | 4 | -4 | 133 | 0 | 82 |
| 12 | -11 | -29 | 70 | 7 | 82 |
| 13 | -4 | -32 | 143 | 9 | 81 |
| 14 | 0 | 2 | 145 | 14 | 81 |
| 15 | -10 | 33 | 101 | 6 | 80 |
| 16 | -10 | -28 | 252 | 7 | 80 |

X, Test not taken.

Table III

Numerical Grade on Each Test and Percentage
 Mark in Public Speaking for Each Student
 Group III

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 1 | 0 | 2 | 139 | 10 | 90 |
| 2 | -18 | 16 | 111 | 16 | 88 |
| 3 | -15 | -24 | 119 | 8 | 85 |
| 4 | -10 | -6 | 89 | -2 | 85 |
| 5 | 12 | 31 | 148 | 15 | 85 |
| 6 | -8 | -12 | 176 | 5 | 85 |
| 7 | -8 | 10 | 117 | 8 | 85 |
| 8 | 12 | 8 | 151 | 7 | 85 |
| 9 | 10 | 8 | 104 | 3 | 83 |
| 10 | 14 | -16 | 113 | 10 | 83 |
| 11 | -4 | -8 | 97 | 5 | 83 |
| 12 | 4 | 37 | 158 | 16 | 83 |
| 13 | 2 | -1 | 137 | 17 | 83 |
| 14 | -6 | -12 | 180 | 11 | 83 |
| 15 | 16 | 22 | 176 | X | 83 |

Table III (continued)

| Student | I-E | A-S | X-O | H-E | Mark |
|---------|-----|-----|-----|-----|------|
| 16 | -8 | -21 | 122 | 12 | 80 |
| 17 | -4 | -18 | 178 | 10 | 80 |
| 18 | 4 | -14 | 140 | 9 | 80 |
| 19 | 4 | 37 | 113 | 13 | 80 |
| 20 | -10 | -6 | X | 0 | 80 |
| 21 | -14 | -15 | 157 | 5 | 80 |
| 22 | -5 | 2 | 132 | 7 | 80 |
| 23 | 12 | 9 | 185 | 16 | 80 |
| 24 | -2 | 0 | 177 | 9 | 80 |
| 25 | -4 | 6 | 97 | 4 | 80 |
| 26 | -6 | -8 | 83 | 11 | 80 |
| 27 | 16 | -9 | 159 | -4 | 80 |
| 28 | -6 | 6 | 206 | 5 | 78 |
| 29 | X | -19 | 155 | 5 | 78 |
| 30 | -20 | -17 | 166 | 1 | 78 |
| 31 | 16 | -18 | 218 | 16 | 78 |
| 32 | 6 | -10 | 212 | 9 | 78 |
| 33 | -8 | -7 | 129 | 8 | 78 |
| 34 | 4 | 4 | 172 | 7 | 78 |
| 35 | 2 | -9 | 146 | 8 | 78 |

Table III (continued)

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 36 | X | -20 | 122 | 5 | 78 |
| 37 | -10 | 32 | 84 | 16 | 75 |
| 38 | -8 | -17 | 168 | 6 | 75 |
| 39 | -4 | -5 | 197 | 10 | 75 |
| 40 | 15 | -12 | 137 | 11 | 75 |
| 41 | 10 | 42 | 111 | 19 | 75 |
| 42 | 10 | 28 | 112 | 4 | 75 |
| 43 | -4 | -10 | 170 | -3 | 75 |
| 44 | 2 | 0 | 131 | 12 | 75 |
| 45 | -5 | 9 | 71 | 17 | 75 |
| 46 | 4 | 4 | 169 | 17 | 75 |
| 47 | 22 | 8 | 144 | 22 | 73 |
| 48 | 12 | -4 | 166 | 2 | 73 |
| 49 | -16 | -14 | 192 | 2 | 73 |
| 50 | -2 | -13 | 169 | 14 | 73 |
| 51 | 12 | 1 | 158 | 3 | 73 |
| 52 | 1 | -20 | 155 | -4 | 73 |
| 53 | -3 | 0 | 204 | 11 | 73 |
| 54 | -4 | X | 130 | 11 | 73 |

Table III (continued)

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 55 | -8 | -34 | 200 | 6 | 73 |
| 56 | 13 | -32 | 118 | -1 | 73 |
| 57 | 16 | -7 | 145 | 11 | 73 |
| 58 | -2 | -3 | 124 | 13 | 70 |
| 59 | -8 | 24 | 127 | 1 | 70 |
| 60 | 1 | 17 | 126 | 1 | 70 |
| 61 | -2 | 1 | 84 | -1 | 70 |
| 62 | 6 | 39 | 149 | 10 | 70 |
| 63 | 14 | 32 | 140 | 14 | 70 |
| 64 | 0 | -5 | 179 | 9 | 70 |
| 65 | 0 | -21 | 126 | 1 | 70 |
| 66 | -4 | X | 140 | 14 | 70 |
| 67 | -8 | X | X | -2 | 70 |
| 68 | -10 | -20 | 130 | 1 | 68 |
| 69 | 2 | 8 | 117 | 15 | 68 |
| 70 | 24 | 16 | 150 | 16 | 68 |
| 71 | 4 | 12 | 134 | 6 | 68 |
| 72 | X | -6 | 156 | X | 68 |
| 73 | 14 | -7 | 116 | 17 | 68 |
| 74 | 4 | 0 | 190 | 19 | 68 |

Table III (concluded)

| Student | I-E | A-S | X-O | M-H | Mark |
|---------|-----|-----|-----|-----|------|
| 75 | -4 | -25 | 175 | -2 | 65 |
| 76 | 16 | -10 | 136 | 9 | 65 |
| 77 | 2 | -26 | 93 | 6 | 65 |
| 78 | -4 | -10 | 194 | -1 | 65 |
| 79 | 3 | -17 | 150 | 6 | 65 |
| 80 | -10 | 14 | 114 | 15 | 65 |
| 81 | -2 | -18 | 102 | -3 | 65 |
| 82 | -9 | -27 | 115 | 8 | 65 |
| 83 | X | -12 | 87 | 8 | 65 |
| 84 | -6 | -32 | 123 | X | 63 |
| 85 | -22 | -22 | 124 | 17 | 63 |
| 86 | -10 | -1 | 140 | 11 | 63 |
| 87 | -24 | -33 | 149 | 0 | 63 |
| 88 | -2 | -26 | 133 | 11 | 63 |
| 89 | -10 | -20 | 152 | -7 | 60 |
| 90 | 10 | -10 | 151 | -15 | 60 |
| 91 | 13 | -31 | 163 | 18 | 60 |
| 92 | -8 | -3 | 35 | 4 | 58 |
| 93 | 0 | -25 | 174 | 7 | 53 |

Table IV

Numerical Grades on Each Test and Percentage
Mark in Public Speaking for Each Student.

Group IV

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 1 | 18 | 36 | 78 | 9 | 90 |
| 2 | 14 | 14 | 91 | 11 | 89 |
| 3 | -10 | 40 | 142 | 16 | 89 |
| 4 | 28 | 26 | 91 | 17 | 88 |
| 5 | 15 | 40 | 146 | 9 | 88 |
| 6 | 18 | 54 | 76 | 10 | 88 |
| 7 | 14 | 19 | 132 | 14 | 87 |
| 8 | -12 | 35 | 113 | 14 | 83 |
| 9 | 14 | 56 | 132 | 3 | 83 |
| 10 | 22 | 60 | 169 | 21 | 81 |
| 11 | 11 | 19 | 111 | -1 | 80 |

Table V

Numerical Grades on Each Test and Percentage
Mark in Public Speaking for Each Student.

Group V

| Student | I-E | A-S | X-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 1 | 20 | 33 | 157 | 16 | 88 |
| 2 | 32 | 32 | 108 | 15 | 86 |
| 3 | -2 | 8 | 59 | 8 | 86 |
| 4 | 12 | 28 | 184 | 19 | 86 |
| 5 | -4 | 2 | 87 | 4 | 86 |
| 6 | 21 | 20 | 84 | 8 | 85 |
| 7 | -2 | 7 | 116 | 4 | 85 |
| 8 | 6 | 29 | 114 | 21 | 83 |
| 9 | 0 | -3 | 212 | 12 | 83 |
| 10 | 26 | 22 | 142 | 23 | 83 |
| 11 | 4 | -17 | 178 | -6 | 81 |
| 12 | 1 | 12 | 180 | 6 | 80 |
| 13 | 10 | -13 | X | 11 | 80 |
| 14 | 4 | 9 | 129 | 12 | 73 |

Table VI

Numerical Grades on Each Test and Percentage
Mark in Public Speaking for Each Student.

Group VI

| Student | I-E | A-S | N-O | H-H | Mark |
|---------|-----|-----|-----|-----|------|
| 1 | 8 | -2 | 152 | 9 | 94 |
| 2 | 10 | 38 | 77 | 11 | 89 |
| 3 | 10 | 23 | 91 | -1 | 85 |
| 4 | 12 | 24 | X | 16 | 85 |
| 5 | 23 | 11 | X | 13 | 84 |
| 6 | -3 | -14 | 95 | -3 | 84 |
| 7 | 20 | 56 | 106 | 11 | 84 |
| 8 | 2 | 5 | 88 | 10 | 84 |
| 9 | -1 | 9 | X | 14 | 83 |
| 10 | -8 | 15 | 86 | 5 | 81 |
| 11 | 10 | 33 | 154 | 15 | 80 |
| 12 | 12 | 38 | 146 | 26 | 76 |
| 13 | 5 | 8 | 145 | 12 | 74 |

Table VII

Correlations (r for group III, ρ for all others)
between Each personality Rating and Public Speak-
ing Mark for Each of the Six Groups.

| Group | I-E | A-G | X-O | W-H | Cases |
|-------|-----|------|------|------|-------|
| I | .20 | -.47 | -.60 | .05 | 6 |
| II | .25 | .20 | -.10 | -.09 | 16 |
| III | .03 | .34 | .07 | .12 | 93 |
| IV | .19 | -.18 | -.56 | .10 | 11 |
| V | .18 | .58 | -.02 | .22 | 14 |
| VI | .32 | -.05 | -.30 | -.36 | 13 |

Table VIII

Correlations between Each Personality Rating
and Public Speaking Mark for Groups I, II,
IV, and V Combined.[#]

| Test | I-E | A-S | X-O | H-W |
|-------------|-----|-----|------|-----|
| Correlation | .12 | .36 | -.38 | .13 |
| Number | 47 | 47 | 45 | 47 |

[#] These Groups were not taught by the writer.

Table IX

Correlations between Each Personality Rating
and Public Speaking Marks for All Six Groups
Combined

| Test | I-U | A-S | X-O | H-H |
|-------------|-----|-----|------|-----|
| Correlation | .17 | .43 | -.18 | .18 |
| Number | 149 | 150 | 146 | 150 |

DISCUSSION OF DATA

Part I, The Separate Groups

The correlations (ρ) for group I between public speaking marks and the various personality traits are as follows: introversion-extroversion, .20; ascendancy-submission, -.47; "total affectivity", -.47; and hyperkinetic-hypokinetic traits, .65. (Table VII, p. 44, first row).

These figures appear very high, especially the correlations for the A-S and the X-O tests, and one would think, at first glance, that these correlations were significant. However, because of the small sampling (6 cases) these numbers do not indicate a valid correlation. A correlation must be three times its standard error to be reliable.²² When these correlations are put in tabular form (Table X) and the standard error of ρ , and three standard errors are given, it is apparent that these correlations are not reliable.

22. "The Scientific Study of Educational Problems," Monroe and Engelhart, pp. 116-117.

Table X

Correlations between Each Personality Test Rating and Public Speaking Marks for Group I with Number of Cases, Standard Error of rho and Three Standard Errors to Indicate Reliability of Correlations.

| Test | rho | N [#] | σ_r | 3 σ_r |
|-----------------|------|----------------|------------|--------------|
| I-E | .20 | 6 | .40 | 1.20 |
| A-S | -.47 | 6 | .28 | .74 |
| X-O | -.60 | 6 | .22 | .66 |
| H-H | .05 | 6 | .41 | 1.23 |
| (none reliable) | | | | |

rho, for correlation.

N, for number of cases.

σ_r , for standard error of r, or rho.

The correlations (ρ) for group II between public speaking marks and the various traits, or tests, are as follows: I-E, .25; A-S, .20; X-O, -.10; and H-H, -.09. (Shown in Table VII, p. 44, second row)

The highest correlation here is that of .25 between introversion-extroversion and public speaking marks. The standard error of this correlation is .23. Three times this number far exceed .25. The others fall far below a reliable correlation. To reveal the unreliability of all correlations of group II, they, too, have been indicated in tabular form, (Table XI).

The correlations (r) for group III (Table III, p. 44, row 3) give the first indication of any reliability. This is .34 for the correlation between public speaking marks and the ascendancy-submission reaction study. The standard error of r is .09 (see Table XII), and three times this standard error is .27 -- or less than the given correlation.

The other correlations are not reliable.

Table XI

Correlations between Each Personality Test Rating and Public Speaking Marks for Group II with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations.

| Test | rho | N | σ_r | $3\sigma_r$ |
|------|------|----|------------|-------------|
| I-E | .25 | 16 | .23 | .69 |
| A-S | .20 | 16 | .24 | .72 |
| X-O | -.10 | 15 | .26 | .78 |
| H-H | -.09 | 16 | .25 | .75 |

(none reliable)

Table XII

Correlations between Each Personality Test Rating and Public Speaking Marks for Group III with Number of Cases, Standard Error of r , and Three Standard Errors to Indicate Reliability of Correlations.

| Test | r | N | σ_r | $3\sigma_r$ |
|------|-----|----|------------|-------------|
| I-E | .03 | 89 | .10 | .30 |
| A-S | .54 | 90 | .09 | .27 |
| X-O | .07 | 91 | .10 | .30 |
| H-H | .12 | 90 | .10 | .30 |

(A-S, enclosed in red, reliable)

The correlations (ρ) for group IV between public speaking marks and the various trait ratings offer no reliable correlations. The highest rating for this separate group is $-.56$ for the correlation between the X-O test and speech marks. However, the standard error of ρ is $.21$ (Table XIII), and the result is not reliable.

The correlations for group V (shown in Table VII, p. 44, row 5) when checked for reliability (Table XIV) again present one reliable correlation. This correlation of $.58$ is between the A-S reaction study and Public speaking marks.

This group was not taught by the same instructor who taught group III, and yet both groups offer a reliable correlation between this same test (Ascendancy-Submission Reaction Study) and speech marks. This particular trait begins to assume validity.

Table XIII

Correlations between Each Personality Test Rating and Public Speaking Marks for Group IV with Number of Cases, Standard Error of rho and Three Standard Errors to Indicate Reliability of Correlations.

| Test | rho | N | σ_r | $3\sigma_r$ |
|------|------|----|------------|-------------|
| I-E | .19 | 11 | .29 | .87 |
| A-S | -.18 | 11 | .29 | .87 |
| X-O | -.56 | 11 | .21 | .63 |
| H-H | .10 | 11 | .30 | .90 |

(none reliable)

Table XIV

Correlations between Each Personality Test Rating and Public Speaking Marks for Group V with Number of Cases, Standard Error of rho and Three Standard Errors to Indicate Reliability of Correlations.

| Test | rho | N | Or | 3Or |
|------|------|----|-----|-----|
| I-E | .18 | 14 | .26 | .78 |
| A-S | .58 | 14 | .18 | .54 |
| X-O | -.02 | 13 | .27 | .81 |
| H-H | .22 | 14 | .25 | .75 |

(A-S, enclosed in red, reliable)

The correlations (ρ) for group VI (Table VII, p. 44, row 6) between public speaking marks and the various traits add nothing to the information previously presented. The correlation between speech and introversion-extroversion is .32, but the standard error of ρ , in this case, is .25 (Table XV); so this correlation is not significant. The other high correlation, -.36 between speech and the H-H study, is also unreliable.

The six groups, when considered individually, offer only two reliable correlations. These reliable correlations, in both cases, are between the Ascendancy-Submission Reaction Study and public speaking marks. The groups that gave these correlations (III and V) were taught by different instructors, and this has a tendency to increase the value of this result.

None of the other correlations for the various traits is reliable when the groups are considered individually.

Table XV

Correlations between Each Personality Test Rating and Public Speaking Marks for Group VI with Number of Cases, Standard Error of rho, and Three Standard Errors to Indicate Reliability of Correlations.

| Test | rho | N | Or | 3Or |
|------|------|----|-----|-----|
| I-E | .32 | 13 | .25 | .75 |
| A-S | -.05 | 13 | .26 | .78 |
| X-O | -.30 | 10 | .28 | .84 |
| H-H | -.36 | 13 | .24 | .72 |

(none reliable)

The fact that the correlations on the same trait vary to such a degree between the various groups seems to indicate a very large chance factor. Also the variation between the same trait in two different groups taught by the same instructor points to this same conclusion.

An extreme example of variation among the various groups is the correlation between the A-S test and public speaking marks. This contrast is more evident if presented in actual figures:

| Group | I | II | III | IV | V | VI |
|-------------|------|-----|-----|------|-----|------|
| Correlation | -.47 | .20 | .34 | -.18 | .58 | -.05 |

The variation of correlations in two groups taught by the same instructor is very clearly shown in the comparison of groups III and VI, taught by the same instructor, and groups II and V taught by the same instructor. There were two instructors for these four groups. Groups III and VI compared give this picture. (page 58)

Comparison of Groups III and VI

| Group | I-E | A-S | X-O | H-H | Number |
|-------|-----|------|------|------|--------|
| III | .03 | .34 | .07 | .12 | 93 |
| VI | .32 | -.05 | -.30 | -.36 | 13 |

When groups II and V are contrasted this is the result:

| Group | I-E | A-S | X-O | H-H | Number |
|-------|-----|-----|------|------|--------|
| II | .25 | .20 | -.10 | -.09 | 16 |
| V | .18 | .58 | -.02 | .22 | 14 |

One thing that can be done to correct this chance factor is to take a larger number of cases from the same group. We may also combine the groups for a single correlation. In this way the chance factor is lessened.

The large combinations of cases that we now consider offer the only valuable answer to the question of reliable correlations.

DISCUSSION OF DATA (continued)

Part II. Combination of Groups

When groups I, II, IV and V were combined the correlations between speech marks and the various traits (Table VIII, p. 45) were as follows: Introversion-Extroversion, .12; ascendancy-submission, .36; "total affectivity", $-.38$; and hyperkinetic-hypokinetic rating, .13. If these correlations are checked for reliability (Table XVI) it is found that none is reliable, but two are extremely significant. The two significant correlations are for the A-S rating and the X-O rating. (These are shown in Table XVI enclosed in the dotted red line.)

The correlation for the A-S rating and speech marks is .36 which is very near three times its standard error .13 (.127 exact). The same is true of the X-O rating. This correlation of $-.38$ is very close to three

(continued on page 61)

Table XVI

Correlations between Each Personality Test Rating and Public Speaking Marks for Groups I, II, IV, and V Combined, with Number of Cases, Standard Error of r , and Three Standard Errors to Indicate Reliability of Correlations.

| Test | r | N | σ_r | $3\sigma_r$ |
|------|------|----|------------|-------------|
| I-E | .12 | 47 | .14 | .42 |
| A-S | .36 | 47 | .13 | .39 |
| X-O | -.38 | 45 | .13 | .39 |
| H-H | .13 | 47 | .14 | .42 |

(no reliable correlations,
significant correlations
are enclosed in dotted
red lines)

times its standard error of .13.

It is interesting to note that the correlation between the H-H study and speech marks (.13) is slightly higher than that between the I-E study and speech marks, (.12). Both these correlations, however, are far too low to be of any value.

The correlations of speech marks and personality traits for groups I, II, IV and V combined, we may conclude, offer significant relationships between the ascendancy-submission traits and "total affectivity"; and no reliable or significant correlations between introversion extroversion or hyperkinetic-hypokinetic ratings. This A-S correlations was also found in groups III and V, when they were considered separately.

The X-O rating that is significant in this combination of groups seems to indicate that the better speakers are less emotional than the poorer speakers. In favor of this contention it could be pointed out that those people who are highly emotional are likely to

have trouble controlling themselves, and are not able to meet the speech situation successfully. Many students who are very nervous (highly emotional ?) do much better work when they have overcome some of the fears of facing an audience.

On the other hand, the suggestion given by Woolbert²³ that all good speaking is emotional speaking, carries the weight of an authority that can not be denied. Woolbert, however, uses the word emotion to imply a total bodily reaction-- or action.

This combination is the only one that presents this particular trait as significant, altho there have been negative indications in all of the small groups.

The most reasonable point of view, in light of the conditions in which this correlation develops, is to say that there appears to be a significant negative correlation between the total affectivity scores of Pressey's X-O test and public speaking marks; and that an investigation of a greater number of cases, taught and

23. Charles Henry Woolbert, "Fundamentals of Speech" op. cit. p. 88.

graded by a greater number of instructors, will be necessary before we can say that the correlation is consistent and reliable.

The final correlations between public speaking marks and the various traits for the six groups combined were as follows: (Table IX, p. 46) introversion-extroversion, .17; ascendancy-submission, .43; "total affectivity", -.18; and hyperkinetic-hypokinetic ratings, .18. How many of these correlations are reliable or significant?

In the final analysis only one correlation is reliable, and the other three are of very slight significance. (Table XVII shows this very clearly.) The reliable correlation is .43 between the A-S study and public speaking marks. This correlation is more than seven times its standard error of .06 -- a very high reliability between such things as a personality trait and public speaking ability as shown in class marks. We may say then, that good speakers are likely to have "ascendant" personalities.

Table XVII

Correlations between Each Personality Test
Rating and Public Speaking Marks for All
Groups Combined with Number of Cases,
Standard Error of r , and Three Standard
Errors to Indicate Reliability of Correlations.

| Test | r | N | σ_r | $3\sigma_r$ |
|------|------|-----|------------|-------------|
| I-E | .17 | 149 | .07 | .21 |
| A-S | .43 | 150 | .06 | .18 |
| X-O | -.18 | 146 | .08 | .24 |
| H-H | .18 | 150 | .07 | .21 |

(A-S, enclosed in red, reliable)

The other correlations are nearly uniform. The relation between introversion-extroversion and speech marks is .17; for "total affectivity", -.18; and for the hyperkinetic-hypokinetic traits, .18.

The original contention that extroverts make the best speakers is suggested in these figures, but it is not nearly so reliable as the ascendant personality. It is, in fact, only of small significance.

The standard errors of all correlations are greatly reduced because of the increased number of cases, and all the traits approach significant correlations. It is probably that a still larger group would offer a low reliable correlation between the various traits and speech marks.

DISCUSSION OF DATA (concluded)

Part III. The Four Tests

The introversion-extroversion (I-E) correlations (Table XVIII) are all positive correlations, and this, in spite of the small sampling, indicates that there is some rather constant relationship between extroversion and speaking ability as indicated in class marks. However, we must be careful to note that in no case is the correlation high enough to be reliable. The best that can be said of the rhos (groups I, II, IV, V, and VI, when considered individually) is that "the rank methods indicate the presence of a relationship rather than the exact relation".²⁴

The ascendancy-submission (A-S) correlations (Table XIX) have much variation. Groups I and II have a rather strong looking, but not reliable, negative rho. In contrast to this fact two other groups (III and V) offer a reliable correlation.

24. Henry H. Garrett, "Statistics in Psychology and Education", p. 195.

Table XVIII

I-E (introversion-extroversion) Correlations
for All Groups and Combinations of Groups
with Standard Error of r or ρ , and Three
Standard Errors to Indicate Variability and
Reliability of the I-E Test and Public
Speaking Marks.

| Group or Groups | r, ρ | N | σ_r | $3\sigma_r$ |
|---------------------|-----------|-----|------------|-------------|
| I | .20 | 6 | .40 | 1.20 |
| II | .25 | 19 | .23 | .69 |
| III | .03 | 89 | .10 | .30 |
| IV | .19 | 11 | .29 | .87 |
| V | .18 | 14 | .26 | .78 |
| VI | .32 | 13 | .25 | .75 |
| I, II, IV, and V | .12 | 47 | .14 | .42 |
| All | .17 | 149 | .07 | .21 |
| (none reliable) | | | | |

Table XIX

A-S (ascendancy-submission) Correlations for All Groups and Combinations of Groups with Standard Error of r or ρ , and Three Standard Errors to Indicate Variability and Reliability of the A-S Test and Public Speaking Marks.

| Group or Groups | r, ρ | N | σ_r | $3\sigma_r$ |
|------------------|-----------|-----|------------|-------------|
| I | -.47 | 6 | .28 | .74 |
| II | .20 | 16 | .24 | .72 |
| III | .34 | 90 | .09 | .27 |
| IV | -.18 | 11 | .29 | .87 |
| V | .58 | 14 | .28 | .54 |
| VI | .05 | 13 | .26 | .78 |
| I, II, IV, and V | .36 | 47 | .13 | .39 |
| All | .43 | 150 | .06 | .18 |

(solid red line, reliable;
broken line, significant,
correlations)

Furthermore, when four of the groups are combined (groups I, II, IV, and V) a strongly significant correlation is found. Finally, when all of the groups are combined for a single correlation, the result is very reliable. This last combination has a strong tendency to outweigh the two smaller, unreliable correlations, obtained by the rank-difference method of correlation.

The fact that this A-S correlation is reliable and significant in four out of the eight combinations or groups and combinations of groups makes it the most outstanding of all tests considered in this study.

The "total affectivity" (X-O) correlations (Table XX) are consistently negative, with one exception --group III. We may restate Garrett's opinion that the "rank-methods" indicate the presence of a relationship. This relationship is evidently a negative one, for in seven out of the eight cases in

(continued on page 71)

Table XX

X-O ("total affectivity") Correlation for All Groups and Combinations of Groups with Standard Error of r or ρ and Three Standard Errors to Indicate Variability and Reliability of the X-O Test and Public Speaking Marks.

| Group, or Groups | r, ρ | N | Or | 3Or |
|------------------|-----------|-----|-----|-----|
| I | -.60 | 6 | .22 | .66 |
| II | -.10 | 15 | .26 | .78 |
| III | .07 | 91 | .10 | .30 |
| IV | -.56 | 11 | .21 | .63 |
| V | -.02 | 13 | .27 | .81 |
| VI | -.30 | 10 | .28 | .84 |
| I, II, IV, and V | -.38 | 45 | .13 | .39 |
| All | -.18 | 146 | .08 | .24 |

(none reliable)

which a correlation was computed (and in two cases r was used) the relationship was found to be negative. In one case (when groups I, II, IV and V were combined) the r of $-.38$ is so high that it is nearly reliable.

The one positive instance is so small a correlation ($r .07$) that it does not stand well against the final correlation of all groups giving $r -.18$.

Without further experimentation we can only say that there appears to be a low , too low to be reliable (final correlation), negative correlation between the "total affectivity" scores of the X-O tests and speech marks.

The hyperkinetic-hypokinetic (H-H) correlations (Table XXI) show two negative indications. The other six are positive, but not to any degree of reliability. However, in all combinations of groups (I, II, IV, and V; and in I thru VI combined) there is a positive relationship. And in this final combined correlation there is an

(continued on page 73)

Table XXI

H-N (hyperkinetic-hypokinetic) Correlations for All Groups and Combinations of Groups with Standard Error of r , or ρ , and Three Standard Errors to Indicate the Variability and Reliability of the H-N Test and Public Speaking Marks.

| Group, or Groups | r , or ρ | N | Or | 3Or |
|------------------|-----------------|-----|-----|------|
| I | .05 | 6 | .41 | 1.23 |
| II | -.09 | 16 | .25 | .75 |
| III | .12 | 90 | .10 | .30 |
| IV | .10 | 11 | .30 | .90 |
| V | .22 | 14 | .25 | .75 |
| VI | -.36 | 13 | .24 | .72 |
| I, II, IV, and V | .13 | 47 | .14 | .42 |
| All | .18 | 150 | .07 | .21 |

(none reliable)

r of .18 that is quite significant.

It appears that there is a low (again too low to be reliable) positive correlation between the H-H tests and public speaking ability as indicated in speech marks. This correlation is also much the same as the I-E correlation.

SUGGESTIONS FOR FURTHER INVESTIGATION

This study, as is usual for a single piece of investigation, has proved little. It has, however, indicated further questions that the writer would like to have answered. He may, in fact, attempt to answer them within the next few years.

Would a greater number of cases, taught and graded by a greater number of instructors, give a reliability for these, or other, traits that would be sufficiently high for predictability? Hull²⁵ has indicated the following correlations as possibility of predicting success or failure in a given field:

"Below .45 or .50, practically useless for differential prognosis.

From .50 to .60, of some value.

From .60 to .70, of considerable value.

From .70 to .80, of decided value, but rarely found.

Above .80, not obtained by present methods."

25. Clark L. Hull, "Aptitude Testing" pp. xvi, 536.

There are many attempts to develop personality thru speech courses today. We can ask the question: Do these courses really develop what they are intended to develop? The question might be answered by giving a battery of personality tests to an experimental group and to a control group, and then subjecting one group to a course in public speaking. We would need to do this for a great many different types of public speaking courses. We might find that the present regular routine courses of giving public speeches were of little, or maybe of great value, in developing personality.

Since there seems to be a low, or even negative, correlation ^{26, 27} between personality and intelligence; how much intelligence does a good public speaker need. This is a good problem, if one could approach it with a truly "open mind".

-
- 26. Henry T. Tyler, "Bearing of Personality Factors on Academic Success", p. 75.
 - 27. H.C.Link, "A Test of Four Personality Traits of Adolescents," in the "Journal of Applied Psychology," Vol., XX, No. 5, October, 1936, p. 528.

The question of emotion and speaking as raised by the X-O test also offers an interesting problem for further investigation. This problem is particularly difficult as we have really reliable means, at the present time, of knowing whether we are actually measuring the thing under consideration.

Most interesting of all is the problem of the actual personality tests. This field is still in its infancy, in spite of the many attempts that have been made and are being made to measure this thing that we call personality. More accurate, reliable personality tests would be of high value not only in the field of public speaking, but in practically all other fields as well.

SUMMARY AND CONCLUSIONS

The purpose of this study was to consider whether there were any correlations between four personality traits that could be measured by psychological tests --introversion-extroversion, measured by the Neyman and Kohlstedt "Diagnostic Test for Introversion-Extroversion"; ascendancy-submission, measured by the Allport and Allport "Scale for Measuring Ascendancy-Submission in Personality"; emotional and less emotional types as measured by the "Total Affectivity Scores" of the first three tests of Pressey's "X-O Tests for Investigating the Emotions"; and hyperkinetic-hypokinetic traits as measured by "A Scale for Determining Hyperkinetic-Hypokinetic Reactions" by Dow, --(in this case, as determined by the subject's responses to paper and pencil tests) and public speaking ability as indicated in class marks; and if any correlations existed, to report those correlations.

The results of the investigation are as follows:

1. The correlations (ρ) for Group I between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .20 |
| Ascendancy-Submission | -.47 |
| Emotional-Less Emotional | -.60 |
| Hyperkinetic-Hypokinetic Types | .05 |

2. The correlations (ρ) for Group II between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .25 |
| Ascendancy-Submission | .20 |
| Emotional-Less Emotional | -.10 |
| Hyperkinetic-Hypokinetic Types | -.09 |

3. The correlations (r) for Group III between public speaking ability as indicated in class marks and

| | |
|---------------------------|-----|
| Introversion-Extroversion | .03 |
|---------------------------|-----|

| | |
|--------------------------------|-----|
| Ascendancy-Submission | .34 |
| Emotional-Less Emotional | .07 |
| Hyperkinetic-Hypokinetic Types | .12 |

4. The correlations (ρ) for Group IV between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .19 |
| Ascendancy-Submission | -.18 |
| Emotional-Less Emotional | -.56 |
| Hyperkinetic-Hypokinetic Types | .10 |

5. The correlations (ρ) for Group V between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .18 |
| Ascendancy-Submission | .58 |
| Emotional-Less Emotional | -.02 |
| Hyperkinetic-Hypokinetic Types | .22 |

6. The correlations (ρ) for Group VI between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .32 |
| Ascendancy-Submission | -.05 |
| Emotional-Less Emotional | -.30 |
| Hyperkinetic-Hypokinetic Types | -.36 |

7. The correlations (r) for Groups I, II, IV, and V combined, between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------|
| Introversion-Extroversion | .12 |
| Ascendancy-Submission | .36 |
| Emotional-Less Emotional | -.38 |
| Hyperkinetic-Hypokinetic Types | .13 |

8. The final correlations (r) for all six groups combined, between public speaking ability as indicated in class marks and

| | |
|--------------------------------|------------------------|
| Introversion-Extroversion | .17 ⁺ .049 |
| Ascendancy-Submission | .43 ⁺ .040 |
| Emotional-Less Emotional | -.18 ⁺ .053 |
| Hyperkinetic-Hypokinetic Types | .18 ⁺ .049 |

CONCLUSIONS

All Conclusions must be considered in the light of the following factors: (1) the possible unreliability of class marks as an indication of public speaking ability; (2) that we have no perfect personality tests; (3) "the great flexibility or modifiability of many personalities";²⁸ and (4) the small number of cases.

If we remember the above cautions we may make the following tentative conclusions:

1. There appears to be a correlation between certain personality traits that can be measured by psychological tests and public speaking ability as indicated in class marks.
2. There appears to be a low, positive ($.17 \pm .049$), but unreliable correlation between extroversion and public speaking ability.

28. W.V. Bingham, "Personality and Vocation", Brit. J. Psych., 16 (1926) p.361. Quoted by Morris S. Viteles in "Industrial Psychology, p. 245.

3. There appears to be a very good positive correlation ($.43 \pm .040$) between the ascendant trait of personality and public speaking ability.
4. There appears to be a low negative ($-.18 \pm .053$) but not reliable correlation between the degree of emotionality and public speaking ability.
5. There appears to be a low, positive ($.18 \pm .049$) -- too low to be reliable -- correlation between the hyperkinetic type of personality and public speaking ability.

ACKNOWLEDGMENTS

The writer wishes to acknowledge with sincere thanks the valuable aid offered by the members of his thesis committee, including much "goodly" advice from Professor Welles on the arrangement and development of the material; suggestions on attacking the problem from Professor Doran; and information on statistical procedures from Mr. Purvis. The writer is extremely grateful for the excellent cooperation of Professor Garrison of Amherst College, Miss Louise Jewett of Mount Holyoke College, and Mr. Vernon Helming of Massachusetts State College, and the students of public speaking from the classes of these instructors, as well as those from his own classes who gladly gave their time for the personality studies.

BIBLIOGRAPHY

- Allport, Gordon W., and "The A-S Reaction Study"
Floyd. H., Manual of Directions,
Scoring Values, and
Norms.
Houghton Mifflin Co., Boston, 1928
- Bingham, W.V., "Personality and Vocation"
British Journal of Psychology,
16 (1926) Quoted by Morris
S. Viteles in "Industrial
Psychology".
- Boring, Edwin Garrigues, in "Psychology," by
Edwin Garrigues Boring,
Herbert Sidney Langfeld,
Henry Porter Feld, and
Collaborators.
John Wiley and Sons, Inc. New York.
1935
- Bosworth, William Ezra, Jr., "A Study of the
Interrelationships of In-
telligence, School Marks,
Home Environment, Personality
and Conception of Values".
Master's thesis at Massa-
chusetts State College, 1935.
- Burnham, William H., "The Normal Mind"
D. Appleton and Co., New York, 1924
- Dorcas, Roy H., and "Textbook of Abnormal
Shaffer, G. Wilson, Psychology".
The Williams and Wilkins Co.,
Baltimore, 1935

- Garrett, Henry E., "Statistics in Psychology and Education"
Longmans, Green and Co., New York
1926
- Garrett, Henry E., and Schneek, M.R., "Psychological Tests, Methods and Results"
Harper and Brothers, New York
1933
- Gaskill, Harold V., "Personality"
Prentice-Hall, Inc., New York
1936
- Hull, Clark L., "Aptitude Testing"
World Book Co., Yonkers, N.Y.
1928
- Hunt, Thelma, "Measurement in Psychology"
Prentice-Hall, Inc., New York
1936
- Tyler, Henry T., "The Bearing of Certain Personality Factors other than Intelligence on Academic Success".
Bureau of Publications, Teachers College, Columbia University, New York City.
1931
- Landis, Carney, in "Psychology" by Boring, Langfeld, Weld, and Collaborators.
John Wiley and Sons, Inc., New York.
1935

- Link, Henry C., "A Test of Four Personality Traits of Adolescents"
Journal of Applied Psychology,
Vol. XX, No. 5, October 1936.
James P. Porter, Ohio University,
Athens, Ohio. 1936.
- Lomas, Charles W., "The Psychology of Stage Fright" in The Quarterly Journal of Speech, Vol. XXIII, Number 1, pp. 35-44.
National Association of Teachers of Speech, Ann Arbor, Michigan.
1937
- MacNitt, Reginald DeKoven, "Introversion and Extroversion in the High School: Their Relation to Age, Sex, Academic Success, and Leadership"
Doctor's dissertation,
University of Michigan.
University of Michigan School of Education Bulletin,
Volume 4, No. 1, October 1932, pp. 13-14.
University of Michigan, Ann Arbor, Michigan. 1932
- Monroe, Walter S., and "The Scientific Study of Educational Problems"
Engelhart, Max D.,
MacMillan Co., New York.
1936
- O'Neill, James Milton, and "The Elements of Speech"
Weaver, Andrew Thomas,
Longmans, Green and Co., New York.
1936
- Shaffer, Lawrence Frederic, "The Psychology of Adjustment"
Houghton Mifflin Co., Boston
1936

West, Robert, "Purposive Speaking"
The MacMillan Co., New York
1935

Woolbert, Charles Henry, "Fundamentals of
Speech"
Third Edition, Revised
by Joseph F. Smith.
Harper and Brothers, New York
1934

Viteles, Moris S., "Industrial Psychology"
W. W. Norton and Co., Inc.,
New York, 1932

APPENDIX A

Samples of the four tests used in this study.

The Neymann-Kohlstedt Diagnostic Test for Introversion-Extroversion

(1928 Revision)

Name..... Occupation..... Age.....

This test is composed of fifty statements, each being followed by the words "Yes" and "No." There is no implication of right or wrong in any of the statements and you are asked to consider them from the viewpoint of personal like or dislike. Read the first statement and if you like the idea it expresses, draw a line under "Yes." If you dislike it, draw a line under "No." Proceed in the same way with the rest of the statements.

| | | | |
|--|-----|----|----|
| 1. Be by yourself a great deal | YES | NO | 1 |
| 2. Think of life in terms of pleasure | YES | NO | 2 |
| 3. Always be calm and collected | YES | NO | 3 |
| 4. Have a great deal of confidence in others | YES | NO | 4 |
| 5. Think or dream of what you will do five years from now | YES | NO | 5 |
| 6. Stay at home during a social affair. | YES | NO | 6 |
| 7. Work with many people around you | YES | NO | 7 |
| 8. Do the same kind of work all the time | YES | NO | 8 |
| 9. Enjoy social gatherings just to be with people | YES | NO | 9 |
| 10. Think a great deal before deciding anything | YES | NO | 10 |
| 11. Accept suggestions rather than working them out for yourself | YES | NO | 11 |
| 12. Quiet rather than exciting amusements | YES | NO | 12 |
| 13. Dislike having people watch you | YES | NO | 13 |
| 14. Quit a tiresome task | YES | NO | 14 |
| 15. Save money rather than spend it | YES | NO | 15 |
| 16. Seldom (infrequently) analyze your thoughts or motives | YES | NO | 16 |
| 17. Indulge in reverie (day-dream) or thought | YES | NO | 17 |
| 18. Have people watch you do things that you do very well | YES | NO | 18 |
| 19. Let yourself go when angry | YES | NO | 19 |
| 20. Work better when people praise you | YES | NO | 20 |
| 21. Have excitement | YES | NO | 21 |
| 22. Often meditate and think about yourself | YES | NO | 22 |
| 23. Be a leader at a social affair | YES | NO | 23 |
| 24. Speak in public | YES | NO | 24 |
| 25. Do the things that you dream about (day-dream) | YES | NO | 25 |
| 26. Rewrite social letters | YES | NO | 26 |
| 27. Get things done very quickly rather than being slow and sure in movement | YES | NO | 27 |
| 28. Think a great deal | YES | NO | 28 |
| 29. Be able to express your keenest feelings (joy, sorrow, anger, etc.) | YES | NO | 29 |
| 30. Pay little attention to details | YES | NO | 30 |
| 31. Be exceedingly careful in meeting people | YES | NO | 31 |
| 32. Associate freely with people holding views opposed to your own | YES | NO | 32 |
| 33. Puzzles | YES | NO | 33 |
| 34. Act on suggestions quickly rather than stopping to think | YES | NO | 34 |
| 35. Read about rather than do a thing | YES | NO | 35 |
| 36. Enjoy the story more than the way it is written | YES | NO | 36 |
| 37. Keep a personal diary | YES | NO | 37 |
| 38. Keep quiet when out in company | YES | NO | 38 |
| 39. Act on the spur of the moment | YES | NO | 39 |
| 40. Dislike thinking about yourself | YES | NO | 40 |
| 41. Always plan out work before you begin it | YES | NO | 41 |
| 42. Change from one type of work to another frequently | YES | NO | 42 |
| 43. Avoid trouble rather than face it | YES | NO | 43 |
| 44. Believe that rumors are important | YES | NO | 44 |
| 45. Confide in others | YES | NO | 45 |
| 46. Distrust people you have just met until you get better acquainted | YES | NO | 46 |
| 47. Study others rather than yourself | YES | NO | 47 |
| 48. Spend your vacation at some quiet place rather than at a lively resort | YES | NO | 48 |
| 49. Change your opinions easily even when formed | YES | NO | 49 |
| 50. Take an active part in all conversations going on around you | YES | NO | 50 |

No. Right..... No. Wrong.....

Score Rt..... Minus Wr.....

NAME _____

SCORE _____

AGE _____

Form for Men

A-S REACTION STUDY

DIRECTIONS: Most of these situations will represent to you your own actual experiences. Reply to the questions spontaneously and truthfully by checking the answer which most nearly represents your usual reaction. If a situation has not been experienced, endeavor to feel yourself into it and respond on the basis of what you believe your reaction would be. If the situation seems totally unreal or impossible to respond to, you may omit it.

1. In witnessing a game of football or baseball in a crowd, have you intentionally made remarks (witty, encouraging, disparaging, or otherwise) which were clearly audible to those around you?

frequently _____

occasionally _____

never _____

2. a) At a reception or tea do you seek to meet the important person present?

usually _____

occasionally _____

never _____

- b) Do you feel reluctant to meet him?

yes, usually _____

sometimes _____

no _____

3. At church, a lecture, or an entertainment, if you arrive after the program has commenced and find that there are people standing, but also that there are front seats available which might be secured without "piggishness" or discourtesy, but with considerable conspicuousness, do you take the seats?

habitually _____

occasionally _____

never _____

HOUGHTON MIFFLIN COMPANY, PUBLISHERS

COPYRIGHT, 1928, BY GORDON W. ALLPORT AND FLOYD H. ALLPORT. PRINTED IN THE U.S.A.

ALL RIGHTS RESERVED, INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

4. A salesman takes manifest trouble to show you a quantity of merchandise; you are not entirely suited; do you find it difficult to say "No"?

yes, as a rule_____

sometimes_____

no_____

5. a) Have you solicited funds for a cause in which you are interested?

yes_____

no_____

b) Do you feel reluctant to do such soliciting?

yes_____

no_____

6. a) A professor or lecturer asks any one in the audience, say of 20 or more people, to volunteer an idea to start discussion. You have what appears to be a good idea, do you speak out?

habitually_____

occasionally_____

rarely_____

never_____

b) Do you feel self-conscious when you speak under such circumstances?

very_____

moderately_____

not at all_____

7. You have heard indirectly that an acquaintance has been spreading rumors about you which, though not likely to be serious in consequence, are nevertheless unjustified and distinctly uncomplimentary. The acquaintance is an equal of yours in every way. Do you usually

"have it out" with the person_____

let it pass without any feeling_____

take revenge indirectly_____

feel disturbed but let it pass_____

8. Some one tries to push ahead of you in line. You have been waiting for some time, and can't wait much longer. Suppose the intruder is the same sex as yourself, do you usually

remonstrate with the intruder_____

"look daggers" at the intruder or make
clearly audible comments to your
neighbor_____

decide not to wait, and go away_____

do nothing_____

9. Do you feel self-conscious in the presence of superiors in the academic or business world?

markedly_____

somewhat_____

not at all_____

10. Some possession of yours is being worked upon at a repair shop. You call for it at the time appointed, but the repair man informs you that he has "only just begun work on it." Is your customary reaction

to upbraid him_____

to express dissatisfaction mildly_____

to smother your feelings entirely_____

11. After a very tiring day you decide to keep your seat in a crowded street-car even though ladies have to stand. You overhear one of the ladies refer to the situation in some remark to her companion. Do you

rise and offer your seat_____

remain in your seat feeling ill at ease_____

remain in your seat without embarrassment_____

12. You are at a mixed party where about half the people are friends of yours. The affair becomes very dull, and something should be done to enliven it. You have an idea. Do you usually

take the initiative in carrying it out_____

pass it on to another to put into execution_____

say nothing about it_____

13. When you are served a tough steak, a piece of unripe melon, or any other inferior dish at a high class restaurant, do you complain about it to the waiter?

occasionally_____

seldom_____

never_____

14. Have you crossed the street to avoid meeting some person?

frequently_____

occasionally_____

never_____

15. Have you haggled over prices with tradesmen or junk men?

frequently_____

occasionally_____

never_____

16. In tennis or any similar competition when you are pitted against some one considerably superior to you in this particular ability, are you as a rule

determined to win in spite of his advantage_____

not especially hopeful, but unwilling to
concede defeat at the start_____

inclined to admit to yourself defeat at the
outset, hoping only to make a
presentable score_____

17. You desire to board a boat or train to see a friend off, or to enter an exhibition or park; the guard forbids you on what seem to be entirely unnecessary technicalities, do you argue with him and bluff your way past?

habitually_____

occasionally_____

never_____

18. When you were 10 or 12 years of age were you the "goat" for your playmates? (e.g., in playing war would they force you to fight on the unpopular side?)

usually, yes _____

occasionally _____

never _____

19. Suppose you have recently become a salesman and are trying to sell life insurance to a middle-aged financier of great note. He says, "Young man, I don't know how long you have been in this game, but you will never succeed unless you acquire more experience and confidence in yourself." What will be your reaction?

to persist in the attempt to sell insurance _____

to agree and seek further advice from him _____

to become emotionally disturbed in your reply,
— angry, embarrassed, or condescending _____

simply to take leave _____

20. You are with a group of people in the woods, and although not certain of the path, you probably know as much about it as anyone present. Do you take responsibility of guiding the group?

take the full responsibility _____

make suggestions or agree to
share the responsibility _____

let another take the lead
according to his judgment _____

21. a) If you feel a person is dictatorial and domineering, do you as a rule make it a point to avoid him?

yes _____

no _____

b) If unavoidably thrown with him at a gathering, do you feel annoyed?

yes _____

no _____

c) Do you usually

try to treat him the same way he treats you_____

behave normally, but wish either you

or he had not come_____

feel and behave normally_____

22. a) When you see some one in a public place or crowd whom you think you have met or known, do you inquire of him whether you have met before?

sometimes_____

rarely_____

never_____

b) Are you embarrassed if you have greeted a stranger whom you have mistaken for an acquaintance?

very much_____

somewhat_____

not at all_____

23. a) Have you ever been made to feel antagonistic or irritated on account of the "bossy" way a chairman conducts a meeting?

frequently_____

occasionally_____

never_____

b) Do you take the initiative in opposing such a person?

usually_____

sometimes_____

never_____

24. If a student in class discussion makes a statement that you think erroneous, do you question it?

usually_____

occasionally_____

never_____

25. If you hold an opinion the reverse of that which the lecturer has expressed in class, do you usually volunteer your opinion

in class_____

after class_____

not at all_____

26. When an accident occurs where many people are present besides yourself do you usually

take an active part in assisting_____

take the part of a spectator_____

leave the scene at once_____

27. When a book-agent or insurance salesman comes to your home or to your room, do you as a rule find it difficult to refuse to listen to him, or to get rid of him as soon as the purpose of his visit becomes clear?

quite difficult_____

moderately difficult_____

not at all difficult_____

28. When the clerk in a store where you have been waiting for some time for service overlooks you and waits on a customer who has come into the store after you, do you as a rule

call his attention to the fact_____

wait silently, though perhaps
with an injured air_____

go out to another store_____

29. Have you ever felt that a professor talks too much in class and should give you more chance to express your views and conclude points?

frequently_____

occasionally_____

never_____

30. a) Have you largely on your own initiative in the past five years organized clubs, teams, or other such groups?

more than three_____

one to three_____

none_____

b) Have you within the past five years been recognized as leader (president, captain, chairman) of groups?

more than six_____

one to six_____

none_____

31. In conversing with a person older than yourself whom you respect, on an issue about which you disagree, do you characteristically

maintain your views in argument_____

conciliate your opponent by seeming
to agree with him, and yet try
indirectly to carry your point_____

agree with him, at least verbally,
and let it go at that_____

32. You are dining with a young lady whom you are trying to impress. The waiter presents a bill which is slightly larger than you expected it to be. Do you verify the bill before paying it?

openly_____

surreptitiously_____

not at all_____

33. A friend with whom you are not particularly intimate has a racquet, skates, skis, or some similar article which you would like very much to borrow for an afternoon. Do you feel a hesitation in asking for it?

usually_____

sometimes_____

rarely_____

NAME _____

SCORE _____

AGE _____

Form for Women

A - S REACTION STUDY

DIRECTIONS: Most of these situations will represent to you your own actual experiences. Reply to the questions spontaneously and truthfully by checking the answer which most nearly represents your usual reaction. If the situation has not been experienced, endeavor to feel yourself into it and respond on the basis of what you believe your reaction would be. If a situation seems totally unreal or impossible to respond to, you may omit it.

1. At a hairdressers are you persuaded to try new shampoos and new styles of hairdressing?

frequently _____

occasionally _____

never _____

2. a) At a reception or tea do you seek to meet the important person present?

usually _____

occasionally _____

never _____

- b) Do you feel reluctant to meet him?

yes, usually _____

sometimes _____

no _____

3. At church, a lecture, or an entertainment, if you arrive after the program has commenced and find that there are people standing but also that there are front seats available which might be secured without "piggishness" but with considerable conspicuousness, do you take the seats?

habitually _____

occasionally _____

never _____

HOUGHTON MIFFLIN COMPANY, PUBLISHERS
COPYRIGHT, 1928, BY GORDON W. ALLPORT AND FLOYD H. ALLPORT. PRINTED IN THE U.S.A.

ALL RIGHTS RESERVED, INCLUDING THE RIGHT TO REPRODUCE
THIS BOOK OR PARTS THEREOF IN ANY FORM

4. a) A salesman takes manifest trouble to show you a quantity of merchandise. You are not entirely suited. Do you find it difficult to say "No"?

yes _____

no _____

b) Do you take articles you have bought back to stores?

frequently _____

occasionally _____

never _____

c) Do you mind taking them back?

no _____

somewhat _____

very much _____

5. a) Have you been asked, or have you volunteered to solicit funds for a cause in which you are interested?

yes _____

no _____

b) Do you feel reluctant to do such soliciting?

yes _____

no _____

6. a) A professor or lecturer asks any one in the audience, say of 50 people, to volunteer an idea to start discussion. You have what appears to be a good idea, do you speak out?

usually _____

occasionally _____

rarely _____

never _____

b) Do you feel self-conscious when you speak under such circumstances?

very _____

moderately _____

not at all _____

7. You have heard indirectly that an acquaintance has been spreading rumors about you which, though not likely to be serious in consequence, are nevertheless unjustified and distinctly complimentary. The acquaintance is an equal of yours in every way. Do you usually

"have it out" with the person_____

let it pass without any feeling_____

feel disturbed but let it pass_____

8. Beggars solicit you with hard luck stories; do you give them money?

usually_____

occasionally_____

never_____

9. Some one tries to push in ahead of you in line. You have been waiting for some time, and can't wait much longer. Suppose the intruder is the same sex as yourself, do you usually

remonstrate with the intruder_____

call the attention of the man at the
ticket window_____

"look daggers" at the intruder or
make clearly audible comments
to your neighbor_____

decide not to wait, and go away_____

do nothing_____

10. Do you feel self-conscious in the presence of superiors in the academic or business world?

markedly_____

somewhat_____

not at all_____

11. Some possession of yours is being worked upon at a repair shop. You call for it at the time appointed, but the repair man informs you that he has "only just begun work on it." Is your customary reaction

to upbraid him_____

to express dissatisfaction mildly_____

to smother your feelings entirely_____

12. At a stupid party something must be done to inject some life.
You have an idea. Do you take the initiative in carrying it out?

invariably _____

occasionally _____

never _____

13. Have you worn shorts or followed any style of dress merely because you wished to, even though you knew that the practice would be commented on, since the innovation you proposed was not according to custom?

frequently _____

occasionally _____

never _____

14. Have you crossed the street to avoid meeting some person?

frequently _____

occasionally _____

never _____

15. Have you haggled over prices with tradesmen or junk men?

frequently _____

occasionally _____

never _____

16. a) Have you appeared as lecturer or entertainer before gatherings of over ten people?

frequently _____

occasionally _____

never _____

b) Have you experienced "stage fright"?

occasionally _____

once or twice _____

never _____

17. If you made purchases at Woolworth's or at the bargain counters, would you mind your friends knowing it?

sometimes _____

no _____

18. In playing games when young, did you take the lead and decide what the group should play?

usually _____

occasionally _____

seldom _____

19. a) If you are sitting between two young men on a crowded street car, and a woman of about fifty-five enters the car, and stands in front of you; and if neither of the young men gets up, will you rise to offer her your seat?

certainly _____

perhaps _____

no _____

b) Will you feel any embarrassment in carrying out your decision?

yes _____

no _____

20. Have you been president or recognized leader of an organized group composed of girls or women?

more than six times _____

less than six times but
more than once _____

only once _____

never _____

21. a) In general, are your most intimate friends

younger than yourself _____

older than yourself _____

about the same age _____

b) Do you feel more at ease as a rule, in the company of those

younger than yourself _____

older than yourself _____

about the same age _____

22. a) If you feel a person is dictatorial and domineering, do you as a rule make it a point to avoid him?

yes _____

no _____

b) If unavoidably thrown with him at a gathering, do you feel much annoyed?

yes _____

no _____

c) Do you usually

try to treat him the same way he treats you _____

behave normally, but wish either you or he had not come _____

feel and behave normally _____

23. a) When you see some one in a public place or crowd whom you think you have met or have known, do you inquire of him whether you have met before?

sometimes _____

rarely _____

never _____

b) Are you embarrassed if you have greeted a stranger whom you have mistaken for an acquaintance?

very much _____

somewhat _____

not at all _____

24. a) Have you ever been made to feel antagonistic or irritated on account of the "bossy" way a chairman conducts a meeting?

frequently _____

occasionally _____

never _____

b) Do you take the initiative in opposing such a person?

usually _____

sometimes _____

never _____

25. a) If you have broken or lost a tennis racquet, or some such article, belonging to another person, would you tell him right away?

yes _____

perhaps _____

b) Would you feel a desire to delay telling him?

yes _____

no _____

26. If a student in class discussion makes a statement that you think erroneous, do you question it?

usually _____

occasionally _____

never _____

27. If you hold an opinion the reverse of that which the lecturer has expressed in class, do you usually volunteer your opinion

in class _____

after class _____

not at all _____

28. If you have been in accidents or fires at school or elsewhere, where there were several persons present, have you as a rule

taken an active part in assisting _____

taken the part of a spectator _____

left the scene at once _____

29. a) Have you had a "crush" in college?

no _____

one _____

a number _____

b) Do you dislike "crushes"?

yes _____

no _____

30. Have you ever attempted so many activities at college that you were forced to give something up?

yes_____

no_____

31. If you have prepared your lesson, and the professor calls on girls all around you but does not give you a chance to recite, do you feel irritated?

frequently_____

occasionally_____

never_____

32. Have you ever felt that a professor talks too much in class and should give you more chance to express your views and conclude points?

frequently_____

occasionally_____

never_____

33. If the majority of your friends are having new costumes for a dance, are you disturbed by having to wear an old frock; one that you know will be recognized?

very much_____

somewhat_____

not at all_____

34. Do you find it difficult to ask a gentleman to accompany you to college dances?

very_____

somewhat_____

not at all_____

35. In a mixed social group where many people are strangers to each other, do you constitute yourself a hostess and begin introductions and conversation?

usually_____

sometimes_____

never_____

PRESSEY X.O TESTS

DIRECTIONS: On each page of this folder there is a test. Work these tests in order, finishing each test before you go on to the next. Do not hurry; but work as rapidly as you can; your score will depend partly upon the quickness with which you work. Begin with Test I below.

TEST I t.....d.....

Read over the twenty-five lists of words on the page below and cross out every word whose meaning is unpleasant to you—every word which you do not like. You may cross out as many or as few words as you wish; but be sure to cross out everything that is unpleasant.

1. disgust fear sex suspicion aunt.
2. roar divorce dislike sidewalk wiggle.
3. naked snicker wonder spit fight.
4. failure home rotting snake hug.
5. prize gutter thunder breast insult.
6. worm tremble street-walker rival city.
7. cruel shirt favorite laughter crawl.
8. undress slight journey dirty insanity.
9. nervous gift sewer dizzy pervert.
10. white drunk choke flirt unfair.
11. stink influence skin worry house.
12. execute stockings loss kind filthy.
13. suck meanness eat ugly black.
14. loneliness road sneeze fever illegitimate.
15. river vomit electricity immoral whisper.
16. smell blood skirt cheat horse.
17. slash tough giggle bargain flesh.
18. pregnant voices quiet leg kill.
19. sin smile swamp spider tickle.
20. distance slippery cannibal assault persecute.
21. butcher poison abortion contempt visit.
22. detective engagement queer door pus.
23. pox homely fried sticky falling.
24. disgrace fence bladder dream baby.
25. boat yellow crazy indecent shame.

FURTHER DIRECTIONS: Read through the lists again. Do not change any of the marks you have already made. In addition to these, draw a line around the ONE word in each list that is most unpleasant to you. If you are not sure, guess. If there is no unpleasant word in a list, find the least pleasant. Work rapidly; but be sure that you have a line around one, AND ONLY ONE, word in EVERY list.

When you have finished this test, turn over the page to Test II.

TEST II

t.....d.....

DIRECTIONS: In this test there are twenty-five words in large letters, each followed by a list of five words in small letters. Go through these lists, and cross out, in each list, all the words that are connected in your mind with the word in large letters at the beginning of the list. You may cross out as many or as few words as you wish. But be sure to cross out every word, in each list, that is connected or associated in any way, in your mind, with the word in large letters at the beginning of that list.

- | | |
|--------------|---|
| 1. BLOSSOM | flame flower paralyzed red sew. |
| 2. LAMP | poor headache match dogs light. |
| 3. BATH | naked choke tree alone danger. |
| 4. KING | father baseball queen rights razor. |
| 5. SLEEP | grade ache fright tongue worry. |
| 6. RIVER | dark fear hypnotize dead neektie. |
| 7. HAND | slimy followed strong sky kill. |
| 8. WINDOW | high fall wheat queer judge. |
| 9. BOY | marriage cloud brave disgust sweet. |
| 10. RELIGION | wood truth crime longing sickness. |
| 11. DREAM | floating heart beautiful manhood bieyele. |
| 12. DOCTOR | seream baby head sale immoral. |
| 13. FOOT | girl contempt cider undress escape. |
| 14. SPIDER | ehills eook female drunk clammy. |
| 15. CHEESE | floor buried whip hang worms. |
| 16. GIRL | health figure wrong soft elimb. |
| 17. JUSTICE | terror enemy unfair ice plot. |
| 18. WHISKEY | crawl jealousy snow wife horrors. |
| 19. BITTER | family key suspect old hope. |
| 20. WISH | broom tired never disappointment die. |
| 21. ANGER | lover home triek laugh eloth. |
| 22. HUNGER | funeral poison work stump shoot. |
| 23. SICKNESS | children memory saw sin worry. |
| 24. LIVING | agony eountry bed drug bare. |
| 25. DEATH | five water self welcome hopeless. |

FURTHER DIRECTIONS: Go through the lists again. Do not change any of the marks you have already made. In addition to these, draw a line around the ONE word in each list that is most closely connected in your mind with the word in large letters at the beginning of the list. If no word in the list has any connection in your mind with the first word, or if you are not sure which is most closely connected, guess. Work rapidly; but be sure you have a line around ONE, AND ONLY ONE, word in EVERY list.

When you have finished this test, go on to Test III on the opposite page.

TEST III t.....d.....

DIRECTIONS: Read through the twenty-five lists below and cross out everything that you think is wrong—that a person is to be blamed for. Cross out as many or as few words as you wish; but be sure to cross out everything that you think is wrong.

1. begging swearing smoking flirting spitting.
2. fear hate anger jealousy suspicion.
3. dullness weakness ignorance innocence meekness.
4. careless fussy reckless silly childish.
5. poor extravagant sporty shrewd bad-mannered.
6. clumsy slang blues dancing snob.
7. thief prostitute grafter thug gambler.
8. war lynching revolution king socialism.
9. dirty idle conceited tough smutty.
10. worry thoughtless day-dreaming tired slow.
11. divorce bankruptcy gang overwork politics.
12. dishonest illegitimate failure drunkard coward.
13. sad bashful stupid easy queer.
14. lazy mean disgrace immodest fighting.
15. prize-fight drugs indecent loafing cheating.
16. debt theatre shabby proud chewing.
17. cheap smelly stingy meddling pick-up.
18. betting squealer street-walker cruel graft.
19. mistress scab dope-fiend swindler bully.
20. strike lock-out union trust detective.
21. broker lawyer millionaire judge priest.
22. church-going fasting cards quitter over-eating.
23. stubborn speculating gossip pity greedy.
24. boasting nagging persecute money overdressed.
25. teasing sneering tricky brutal insane.

FURTHER DIRECTIONS: Go through the lists again. Do not change any of the marks you have already made. In addition to these, draw a line around the ONE thing in each list that you think is worst. If you are not sure, guess. If there is nothing in the list which you think is wrong, draw a line around the thing which you consider least good. Work rapidly; but be sure you have a line around one, AND ONLY ONE, word in EVERY list.

When you have finished this test, turn over the page to Test IV.

TEST IV

t.....d.....

DIRECTIONS: Read through the twenty-five lists below and cross out everything about which you have ever worried or felt nervous, or which you have ever dreaded. Cross out as many or as few words as you like. But be sure you cross out everything about which you have ever worried.

1. injustice noise self-consciousness discouragement germs.
2. clothes conscience heart-failure poison sleep.
3. sickness enemies money blushing failure.
4. falling queerness religion dizziness boss.
5. sin operation conspiracy lightning marriage.
6. neighbors accidents impulses suicide disfigurement.
7. women forgiveness cancer insult tiredness.
8. fainting influences nightmares emotions God.
9. tunnels ugliness blues pain sneer.
10. ruin deafness unfairness work stammering.
11. persecution drugs parties depression headache.
12. day-dreaming loneliness arteries visions dogs.
13. food suspicions temper manners guilt.
14. business bashfulness soul weakness machines.
15. childhood syphilis rivals windstorms men.
16. voices exhaustion sex helplessness disease.
17. longings forgetfulness smoking teasing darkness.
18. paralysis employer hysterics moodiness worry.
19. gun immodesty crying stomach fault-finding.
20. children medicine hypnotism crowds dances.
21. whisperings fire inferior unbelief tuberculosis.
22. giggling grave nervousness spirits twitching.
23. suffocating slight habits jokes nervous-breakdown.
24. cats engagement confusion epilepsy teacher.
25. death insanity inventions wreck awkwardness.

FURTHER DIRECTIONS: Go through the lists again. Do not change any of the marks you have already made. In addition to these, draw a line around the **ONE** thing in each list about which you have worried the most. If there are lists in which there is nothing about which you have worried, draw a line around the thing you would be most likely to worry about. If you are not sure, guess. Work rapidly; but be sure you have a line around one, **AND ONLY ONE**, word in **EVERY** list.

As soon as you have finished the last test write your name on the line below :

NAME.....

Then hold up your hand so that the examiner will know that you have finished.

time.....total aff.....id.....

H - H Reaction Study

Name _____

Score _____

Part I

In the following questions two answers are given, "Yes" and "No." Draw a circle around one answer, and only one, for each question.

- | | | |
|--|-----|----|
| 1. Do you walk the floor when you are working out a difficult problem? | Yes | No |
| 2. Do your friends consider you an active person? | Yes | No |
| 3. Do you "twiddle your thumbs," turn a pencil over and over, or play with a coin etc., when thinking intently about some matter or problem? | Yes | No |
| 4. Do you habitually work at, or near, your highest level of energy? | Yes | No |
| 5. Do you participate in any of the following fairly regularly: soccer, tennis, hockey, 100 or 50 yard dashes? | Yes | No |
| 6. Do you "throw yourself into" most things that you do, and do them with enthusiasm? | Yes | No |
| 7. Do you like to do very active things such as rapid mountain climbing, running, very fast walking, etc., <u>just for the fun of expending energy</u> ? | Yes | No |
| 8. Do your friends sometimes consider you a <u>very</u> active person? | Yes | No |
| 9. In general, do you <u>like</u> to do things with "vim, vigor and vitality" ? | Yes | No |
| 10. In general, <u>do</u> you put "vim, vigor and vitality" into your activities. | Yes | No |
| 11. Have your friends ever told you that you talk too rapidly? | Yes | No |
| 13. Have your friends ever told you that you talk too slowly? | Yes | No |
| 14. Do you have a general dislike for most forms of physical activity? | Yes | No |

H - H -2-

Part II

In the following questions put a check mark in the one blank that indicates your preference or behavior. Check only one.

1. Would you rather go for a short brisk walk ____, or would you rather take a slow stroll ____?
2. If you go swimming, do you prefer to swim very rapidly for a short time ____, or do you prefer to swim leisurely for a longer period of time ____?
3. Which of these is your general level of activity?
rapid ____ medium ____ slow ____
4. Do you often sit still for long periods of time ____, or do you find that you frequently have to get up and move about ____?
5. How does your average walk compare with others?
more rapid ____ about the same ____ slower ____
6. Do you "yell yourself hoarse" at games you attend, such as: football, baseball, or any favorite sport or recreation?
usually ____, frequently ____, occasionally ____, never ____.
7. How does your average conversation compare with others?
more rapid ____, about the same ____, slower ____
8. When you have a task that you dislike, do you give all of your energies to it?
almost always ____ usually ____ rarely ____ almost never ____
9. Which of the following three statements gives the most accurate description of you, as a person ?
 1. Calm, cool, collected, seldom enthusiastic ____
 2. Moderately calm, with moderate enthusiasms ____
 3. Very enthusiastic, much vitality ____
10. Which one of the above would you like to have as the most accurate description of you? Number ____.
11. When you have a task that you like, do you give all of your energies to it?
almost always ____ usually ____ rarely ____ almost never ____.

SCORES

Part I ____

Part II ____

TOTAL ____

APPENDIX B

Manuals of the four tests used in this study.

M A N U A L

for

THE NEYMANN -- KOHLSTEDT DIAGNOSTIC TEST

for

I N T R O V E R S I O N -- E X T R O V E R S I O N

C. A. Neymann, A. B., M. D.
Associate Prof. of Psychiatry
Northwestern University Medical School

K. D. Kohlstedt, Ph. B., M. A.
Clinical Psychologist
Northwestern University Medical School

Faced by the necessity of accurately differentiating degree of introversion - extroversion or of relinquishing certain experimental problems, the authors found the existing tests in this field totally unsuited to their purposes. Accordingly, with the assistance of Dr. John J. B. Morgan of the Department of Psychology of Northwestern University, the present test was formulated.

Knowing full well that it was desirable to have a simple test which would have clinical and general significance, we determined upon more than one hundred statements which apparently had no implication of right or wrong. Half of these were theoretically pleasing to the introvert while the others were theoretically pleasing to the extrovert.

It may be stated as a psychological fact that while introversion-extroversion is a normal character trait, certain types of insanity are typically introvertive and others are typically extrovertive. Thus schizophrenia is recognized as a typically introvertive phenomena while manic-depressive insanity is typical of the extrovertive group. These groups then offer the only reliable criterion against which the validity of any test of this type may be checked. Accordingly these questions were standardized by presenting them to one hundred typical schizophrenics and to one hundred typical manic-depressives. The responses of each patient to each question were then tabulated and the reliability index or "batting average" of each question was computed. The test was then boiled down to the fifty best questions which comprise the present test, no question being considered for inclusion unless it showed a reliability index of better than seventy-five per cent.

The test in its present form was then standardized on more than one thousand individuals consisting of the following groups: four hundred patients from state hospitals, three hundred patients from the Chicago Municipal Tuberculosis Sanitarium, two hundred and fifty college students, and one hundred and fifty teachers, professional men, business men, and salesmen. The total results secured followed the normal curve of distribution with surprising regularity.

C. H. STOELTING CO.,
Manufacturers - Publishers - Importers - Exporters
Psychological and Physiological
Apparatus & Supplies
424 N. Homan Ave., Chicago, Ill., U. S. A.

Copyright - 1929 by C. H. Stoelting Co.

USE OF THE TEST

2.

The personnel manager who has a clear understanding of personality and its relation to various types of vocational success will find this test of value, when incorporated into his regular test battery, in picking men who are temperamentally suited to the position to be filled.

The psychiatrist will find this test accurate in differentiating between borderline cases of schizophrenia and manic-depressive insanity. It is being successfully used for this purpose at the Cook County Psychopathic Hospital.

The research worker who is interested in measurement of personality traits will find this a valid and reliable instrument for the measurement of introversion-extroversion.

DIRECTIONS FOR GIVING THE TEST

We advise that the test, in all instances, be given by a trained psychologist or psychiatrist. It is sufficiently foolproof, however, that fairly reliable results may be obtained, when normal individuals are being examined, even when administered by an untrained examiner.

When used as a group test the following procedure is to be advised: Pass out the test blanks. The examiner will then read the instructions at the top of the test sheet and amplify them with the following instructions. "Pay no attention to what you think your feeling toward a statement ought to be. You are to indicate whether you like or dislike the idea expressed not whether you feel you ought to like or dislike it. Put down your immediate reaction to the statement, don't think it over deeply. Snap judgment is preferred. There is no time limit but you are to finish as quickly as you can."

After the group test has been completed, score the papers and call back for individual examination all subjects whose scores range between minus ten and plus ten. Scores between these points are considered as indicative of neither distinct introversion or extroversion. Individual examination is more accurate and surprisingly different results are often secured through re-examination of border line cases.

When used for individual examination by a trained examiner, the test is exceedingly accurate. We find that better results are secured and that the test proceeds with greater rapidity if the examiner reads the questions to the subject and marks the subject's choices himself. The instructions will be the same as indicated above. In gauging the subject's responses the trained examiner can immediately tell whether the subject's response is due to an ethical or actual like or dislike. For example (Question 19. Let yourself go when angry) the patient may say that he has been taught to consider this wrong or that he thinks this is wrong but that he feels like letting himself go, etc. This type of response is, of course to be marked in accordance with the patient's like, not with what he thinks is right. This type of response is quite typical of the introvert. He is prone to cogitate, ask for further explanation of the question, to hesitate in making a response, and to qualify his response when he does make his choice of answer.

SCORING THE TEST

A perusal of the test and its instructions shows fifty statements. The subject is asked to express his personal like or dislike for each. On the test, page 3 & 4 answers to these statements are underlined as a typically pure extrovert should answer them. The answers are alternated and scattered without definite sequence, the extrovertive answers being considered correct for purposes of the test.

The test having been marked by the subject, or the examiner after reading the questions to the subject, the number of correct answers (i.e. those questions answered extrovertively) are counted and the number of incorrect answers are subtracted from them. If the subject expresses neither like nor dislike for a statement or underlines both answers, this statement is not counted.

An introvert should have a minus score, the maximum score possible for an introvert being of course minus fifty. The extrovert should have, as underlined, a plus score with plus fifty as the extrovert's maximum. For example, if thirty-five questions are answered correctly (i.e. extrovertively) and three questions are not answered, the score would be thirty-five minus twelve (or the number answered incorrectly) or plus twenty-three. On the other hand, suppose forty questions were answered incorrectly and ten were answered correctly. The score would be minus thirty.

The Neymann-Kohlstedt Diagnostic Test for Introversion-Extroversion.
(1928 Revision)

Name _____ Occupation _____ Age _____

This test is composed of fifty statements, each being followed by the words "Yes" and "No". There is no implication of right or wrong in any of the statements and you are asked to consider them from the viewpoint of personal like or dislike. Read the first statement and if you like the idea it expresses draw a line under "Yes". If you dislike it draw a line under "No". Proceed in the same way with the rest of the statements.

- | | | |
|---|---------------|----|
| 1. Be by yourself a great deal | Yes <u>No</u> | 1 |
| 2. Think of life in terms of pleasure | <u>Yes</u> No | 2 |
| 3. Always be calm and collected | Yes <u>No</u> | 3 |
| 4. Have a great deal of confidence in others | <u>Yes</u> No | 4 |
| 5. Think or dream of what you will do five years from now | Yes <u>No</u> | 5 |
| 6. Stay at home during a social affair | Yes <u>No</u> | 6 |
| 7. Work with many people around you | <u>Yes</u> No | 7 |
| 8. Do the same kind of work all the time | Yes <u>No</u> | 8 |
| 9. Enjoy social gatherings just to be with people | <u>Yes</u> No | 9 |
| 10. Think a great deal before deciding anything | Yes <u>No</u> | 10 |
| 11. Accept suggestions rather than working them out for yourself | <u>Yes</u> No | 11 |
| 12. Quiet rather than exciting amusements | Yes <u>No</u> | 12 |
| 13. Dislike having people watch you | Yes <u>No</u> | 13 |
| 14. Quit a tiresome task | <u>Yes</u> No | 14 |
| 15. Save money rather than spend it | Yes <u>No</u> | 15 |
| 16. Seldom (Infrequently) analyze your thoughts or motives | <u>Yes</u> No | 16 |
| 17. Indulge in reverie (day-dream) or thought | Yes <u>No</u> | 17 |
| 18. Have people watch you do things that you do very well | <u>Yes</u> No | 18 |
| 19. Let yourself go when angry | Yes <u>No</u> | 19 |
| 20. Work better when people praise you | <u>Yes</u> No | 20 |
| 21. Have excitement | <u>Yes</u> No | 21 |
| 22. Often meditate and think about yourself | Yes <u>No</u> | 22 |
| 23. Be a leader at a social affair | <u>Yes</u> No | 23 |
| 24. Speak in public | <u>Yes</u> No | 24 |
| 25. Do the things that you dream about (day-dream) | Yes <u>No</u> | 25 |
| 26. Rewrite social letters | Yes <u>No</u> | 26 |
| 27. Get things done very quickly rather than being slow and sure in movement | <u>Yes</u> No | 27 |
| 28. Think a great deal | Yes <u>No</u> | 28 |
| 29. Be able to express your keenest feelings (joy, sorrow, anger, etc.) | <u>Yes</u> No | 29 |

- | | |
|---|-------------------------|
| 30. Pay little attention to details | <u>Yes</u> No 30 |
| 31. Be exceedingly careful in meeting people | <u>Yes</u> <u>No</u> 31 |
| 32. Associate freely with people holding views opposed to your own | <u>Yes</u> <u>No</u> 32 |
| 33. Puzzles | <u>Yes</u> <u>No</u> 33 |
| 34. Act on suggestions quickly rather than stopping to think | <u>Yes</u> <u>No</u> 34 |
| 35. Read about rather than do a thing | <u>Yes</u> <u>No</u> 35 |
| 36. Enjoy the story more than the way it is written | <u>Yes</u> <u>No</u> 36 |
| 37. Keep a personal diary | <u>Yes</u> <u>No</u> 37 |
| 38. Keep quiet when out in company | <u>Yes</u> <u>No</u> 38 |
| 39. Act on the spur of the moment | <u>Yes</u> <u>No</u> 39 |
| 40. Dislike thinking about yourself | <u>Yes</u> <u>No</u> 40 |
| 41. Always plan out work before you begin it | <u>Yes</u> <u>No</u> 41 |
| 42. Change from one type of work to another frequently | <u>Yes</u> <u>No</u> 42 |
| 43. Avoid trouble rather than face it | <u>Yes</u> <u>No</u> 43 |
| 44. Believe that rumors are important | <u>Yes</u> <u>No</u> 44 |
| 45. Confide in others | <u>Yes</u> <u>No</u> 45 |
| 46. Distrust people you have just met until you get better acquainted | <u>Yes</u> <u>No</u> 46 |
| 47. Study others rather than yourself | <u>Yes</u> <u>No</u> 47 |
| 48. Spend your vacation at some quiet place rather than at a lively resort | <u>Yes</u> <u>No</u> 48 |
| 49. Change your opinions easily even when formed | <u>Yes</u> <u>No</u> 49 |
| 50. Take an active part in all conversations going on around you | <u>Yes</u> <u>No</u> 50 |

No. Right _____ No. Wrong _____

Score Rt. _____ Minus Wr. _____

THE A-S REACTION STUDY

A SCALE FOR MEASURING ASCENDANCE-SUBMISSION IN PERSONALITY

Manual of Directions, Scoring Values, and Norms

REVISED EDITION

BY
GORDON W. ALLPORT
AND
FLOYD H. ALLPORT



HOUGHTON MIFFLIN COMPANY

BOSTON · NEW YORK · CHICAGO · DALLAS · SAN FRANCISCO

The Riverside Press Cambridge

THE A-S REACTION STUDY¹

PURPOSE

THIS behavior-study aims to discover the disposition of an individual to dominate his fellows (or to be dominated by them) in various face-to-face relationships of everyday life. A fairly large number of situations are verbally presented, in each of which the subject is required to select one of a group of standardized responses which most nearly characterizes his usual behavior in that situation. Not all of the responses chosen will reveal an invariable ascendance or submission, for most people show *both* types of behavior at different times and under different conditions. The study, however, has enough situations to detect which of these two types of reaction, if either, is the more characteristic; and the total score gives an expression of the dominance of the one or the other.

INSTRUCTIONS FOR GIVING

1. *There are two forms of the A-S Reaction Study, one for men and one for women.* They have been separately standardized, and can not be used interchangeably.

2. *The Reaction Study is self-administering.* It may be taken in a group or individually, though it should be borne in mind that the norms have been computed from results obtained in the group situation. For this reason it is desirable to give the study, whenever feasible, to individuals in a group.

3. *There is no time limit.* Half an hour is usually sufficient time to allow; very few subjects require longer. The directions at the top

¹ For a more complete discussion of the construction of this study, the method of deriving score-values, and the theory upon which the scale is based, see "A Test for Ascendance-Submission," *Journal of Abnormal and Social Psychology*, 1928, XXIII, 2.

of the blank forms should be read aloud, calling attention to the last provision, viz., "*if a situation seems totally unreal or impossible to respond to, you may omit it.*"

4. Attention should also be called to the fact that *sincere and thorough coöperation is required*. Unless the subject really desires to profit by the study as a means of acquiring a better knowledge of himself, accurate results cannot be expected. The person conducting the study should emphasize the fact that its purpose is not to test the subject's intelligence, good breeding, or social assets, but merely to find out *what he actually does* in certain familiar situations. It is *not* a test of knowledge, but a *study of reactions*. If the study is used in connection with a college course or industrial survey it should be pointed out that the results can in no way be used to detract from the standing of the subject. Experience with the reaction-study has shown that it has generally aroused the interest of subjects, especially if they are to be informed of their scores.

5. The error due to the subjective nature of the study can be greatly reduced if the subjects are instructed to check the items *not* on the basis of a general feeling of what they "would do" if faced with these situations, but after a careful recollection of what they actually *have done* under similar circumstances in the past.

6. It is both unnecessary and unwise to give any suggestion beforehand as to what the study is supposed to measure. *The fact that it aims to measure ascendancy-submission should not be mentioned until after the subjects have finished.*

7. The experience of the authors indicates that after the study has been finished, one mistaken notion usually needs to be dispelled, namely, that ascendancy is intrinsically more desirable than submission. Current opinion, to be sure, seems to place a premium upon the convincing and aggressive person, upon the one who can persuade and control others. But if one surveys one's acquaintances it appears that the submissive person is often not only socially pleasing, but in the long run as successful in his adjustments as the ascendant person. Other traits, such as expansiveness, insight, sociability, unselfishness, and, above all, intelligence in social relationships, may be present in a fundamentally submissive personality,

and may combine to produce a high degree of effectiveness in daily living.

INSTRUCTION FOR SCORING

In the various situations each response-choice checked is considered as having a diagnostic value for indicating ascendance or submission according to the score-values given in the following table. A *plus* score indicates responses which show ascendance, while a *minus* score denotes submissive reactions. A few responses have no diagnostic value either way. These are given a value of zero. *There are separate tables of score-values for men and for women.*

Each item should be separately scored in the margin of the page. Omissions, or items in which more than one choice is marked, count zero. *The final score is the algebraic sum of the scores for the separate items.* This score may be most conveniently obtained by adding separately the plus scores and the minus scores, and subtracting the smaller sum from the larger, retaining the sign of the larger.

Stencils may be easily prepared which will facilitate the scoring. It is also possible to dictate the score-values, allowing the subjects to score their own papers.

FORM FOR MEN

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|-------------------------------------|--------------|
| 1 | frequently..... | +2 |
| | occasionally..... | 0 |
| | never..... | -4 |
| 2a | usually..... | +1 |
| | occasionally..... | -1 |
| | never..... | -1 |
| 2b | yes, usually..... | -1 |
| | sometimes..... | -1 |
| | no..... | +2 |
| 3 | habitually..... | +1 |
| | occasionally..... | 0 |
| | never..... | -1 |
| 4 | yes, as a rule..... | -1 |
| | sometimes..... | 0 |
| | no..... | +1 |
| 5a | yes..... | +1 |
| | no..... | -2 |
| 5b | yes..... | -1 |
| | no..... | 0 |
| 6a | habitually..... | +4 |
| | occasionally..... | +2 |
| | rarely..... | -1 |
| | never..... | -2 |
| 6b | very..... | -2 |
| | moderately..... | 0 |
| | not at all..... | +4 |
| 7 | "have it out" with the person..... | +2 |
| | let it pass without feeling..... | -2 |
| | take revenge indirectly..... | -2 |
| | feel disturbed but let it pass..... | -1 |

SCORING VALUES: *Form for Men*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|--|--------------|
| 8 | remonstrate with intruder | +2 |
| | "look daggers" or make comments | -2 |
| | decide not to wait, and go away | -3 |
| | do nothing | -2 |
| 9 | markedly | -4 |
| | somewhat | 0 |
| | not at all | +2 |
| 10 | to upbraid him | +4 |
| | to express dissatisfaction mildly | -1 |
| | to smother feelings entirely | 0 |
| 11 | rise and offer your seat | -1 |
| | remain in seat feeling ill at ease | -2 |
| | remain in seat without embarrassment | +1 |
| 12 | take the initiative | +2 |
| | pass it on to another | -2 |
| | say nothing about it | -1 |
| 13 | occasionally | +1 |
| | seldom | -1 |
| | never | -1 |
| 14 | frequently | -2 |
| | occasionally | -2 |
| | never | +2 |
| 15 | frequently | +2 |
| | occasionally | 0 |
| | never | -1 |
| 16 | determined to win in spite | +1 |
| | not especially hopeful | -1 |
| | inclined to admit defeat | -1 |
| 17 | habitually | +3 |
| | occasionally | 0 |
| | never | -1 |

SCORING VALUES: *Form for Men*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|---|--------------|
| 18 | usually, yes..... | -3 |
| | occasionally..... | -1 |
| | never..... | +1 |
| 19 | persist in attempt to sell..... | +2 |
| | agree and seek further advice..... | -1 |
| | become emotionally disturbed..... | 0 |
| | simply take leave..... | 0 |
| 20 | take full responsibility..... | +2 |
| | make suggestions or agree to share..... | -1 |
| | let another take the lead..... | -6 |
| 21a | yes..... | -1 |
| | no..... | 0 |
| 21b | yes..... | -1 |
| | no..... | +1 |
| 21c | try to treat him the same way..... | +1 |
| | behave normally, but wish..... | -1 |
| | feel and behave normally..... | +2 |
| 22a.. | sometimes..... | +1 |
| | rarely..... | 0 |
| | never..... | -1 |
| 22b | very much..... | -1 |
| | somewhat..... | -1 |
| | not at all..... | +3 |
| 23a | frequently..... | +1 |
| | occasionally..... | 0 |
| | never..... | -1 |
| 23b | usually..... | +7 |
| | sometimes..... | +1 |
| | never..... | -2 |

SCORING VALUES: *Form for Men*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|---|--------------|
| 24 | usually..... | +1 |
| | occasionally..... | -1 |
| | never..... | -1 |
| 25 | in class..... | +3 |
| | after class..... | -1 |
| | not at all..... | -3 |
| 26 | take an active part in assisting..... | +2 |
| | take the part of a spectator..... | -2 |
| | leave the scene at once..... | -2 |
| 27 | quite difficult..... | -4 |
| | moderately difficult..... | -1 |
| | not at all difficult..... | +1 |
| 28 | call his attention to the fact..... | +1 |
| | wait silently, perhaps injured air..... | -1 |
| | go out to another store..... | 0 |
| 29 | frequently..... | +2 |
| | occasionally..... | 0 |
| | never..... | -1 |
| 30a | more than three..... | +3 |
| | one to three..... | +1 |
| | none..... | -2 |
| 30b | more than six..... | +6 |
| | one to six..... | 0 |
| | none..... | -6 |
| 31 | maintain views in argument..... | +1 |
| | conciliate opponent..... | 0 |
| | agree, at least verbally..... | -4 |
| 32 | openly..... | +2 |
| | surreptitiously..... | -1 |
| | not at all..... | 0 |
| 33 | usually..... | -1 |
| | sometimes..... | 0 |
| | rarely..... | +1 |

FORM FOR WOMEN

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|-------------------------------------|--------------|
| 1 | frequently..... | -4 |
| | occasionally..... | +1 |
| | never..... | 0 |
| 2a | usually..... | +1 |
| | occasionally..... | 0 |
| | never..... | -2 |
| 2b | yes, usually..... | -3 |
| | sometimes..... | 0 |
| | no..... | +3 |
| 3 | habitually..... | +3 |
| | occasionally..... | 0 |
| | never..... | -1 |
| 4a | yes..... | 0 |
| | no..... | +1 |
| 4b | frequently..... | +3 |
| | occasionally..... | 0 |
| | never..... | 0 |
| 4c | no..... | +2 |
| | somewhat..... | +1 |
| | very much..... | -1 |
| 5a | yes..... | +1 |
| | no..... | -1 |
| 5b | yes..... | 0 |
| | no..... | +1 |
| 6a | usually..... | +5 |
| | occasionally..... | +1 |
| | rarely..... | 0 |
| | never..... | -4 |
| 6b | very..... | -2 |
| | moderately..... | +1 |
| | not at all..... | +2 |
| 7 | "have it out" with person..... | +2 |
| | let it pass without feeling..... | 0 |
| | feel disturbed but let it pass..... | -1 |

SCORING VALUES: *Form for Women*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|---|--------------|
| 8 | usually..... -3 occasionally..... 0 never..... +1 | |
| 9 | remonstrate with intruder..... +4 call attention of man..... -5 "look daggers" or comment..... -1 decide not to wait..... -1 do nothing..... +2 | |
| 10 | markedly..... -1 somewhat..... -1 not at all..... +4 | |
| 11 | upbraid him..... +3 express dissatisfaction mildly..... 0 smother feelings entirely..... -2 | |
| 12 | invariably..... +4 occasionally..... -1 never..... -3 | |
| 13 | frequently..... +3 occasionally..... -1 never..... -1 | |
| 14 | frequently..... -3 occasionally..... +1 never..... +2 | |
| 15 | frequently..... +4 occasionally..... +1 never..... -1 | |
| 16a | frequently..... +4 occasionally..... 0 never..... -4 | |
| 16b | occasionally..... -1 once or twice..... +1 never..... +1 | |
| 17 | sometimes..... -1 no..... +1 | |
| 18 | usually..... +3 occasionally..... -1 seldom..... -2 | |

SCORING VALUES: *Form for Women*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|------------------------------------|--------------|
| 19a | certainly..... | +1 |
| | perhaps..... | 0 |
| | no..... | -4 |
| 19b | yes..... | 0 |
| | no..... | +1 |
| 20 | more than six times..... | +9 |
| | less than six, more than once..... | +1 |
| | only once..... | -1 |
| | never..... | -4 |
| 21a | younger than self..... | -3 |
| | older than self..... | +1 |
| | about same age..... | 0 |
| 21b | younger than self..... | -4 |
| | older than self..... | +1 |
| | about same age..... | 0 |
| 22a | yes..... | 0 |
| | no..... | +1 |
| 22b | yes..... | +1 |
| | no..... | 0 |
| 22c | try to treat him same way..... | +2 |
| | behave normally, but wish..... | -1 |
| | feel and behave normally..... | +1 |
| 23a | sometimes..... | +1 |
| | rarely..... | -1 |
| | never..... | 0 |
| 23b | very much..... | -2 |
| | somewhat..... | 0 |
| | not at all..... | +5 |
| 24a | frequently..... | 0 |
| | occasionally..... | +1 |
| | never..... | +2 |
| 24b | usually..... | +5 |
| | sometimes..... | +1 |
| | never..... | -2 |
| 25a | yes..... | +1 |
| | perhaps..... | -2 |

12
SCORING VALUES: *Form for Women*

| <i>Situation</i> | <i>Response-Choices</i> | <i>Score</i> |
|------------------|------------------------------|--------------|
| 25b | yes..... | 0 |
| | no..... | +1 |
| 26 | usually..... | +1 |
| | occasionally..... | -1 |
| | never..... | -3 |
| 27 | in class..... | +2 |
| | after class..... | +1 |
| | not at all..... | -3 |
| 28 | taken active part..... | +1 |
| | taken part of spectator..... | -2 |
| | left scene at once..... | -3 |
| 29a | no..... | +1 |
| | one..... | -2 |
| | a number..... | 0 |
| 29b | yes..... | +1 |
| | no..... | -2 |
| 30 | yes..... | +6 |
| | no..... | -2 |
| 31 | frequently..... | 0 |
| | occasionally..... | +1 |
| | never..... | -1 |
| 32 | frequently..... | +1 |
| | occasionally..... | +1 |
| | never..... | -2 |
| 33 | very much..... | +1 |
| | somewhat..... | 0 |
| | not at all..... | +2 |
| 34 | very..... | -2 |
| | somewhat..... | -2 |
| | not at all..... | +2 |
| 35 | usually..... | +3 |
| | sometimes..... | 0 |
| | never..... | -2 |

NORMS

Final scores should be referred to the following table of norms, which are based on 1860 cases for the Form for Men and 1275 cases for the Form for Women. These norms are derived from the three upper college classes in widely distributed institutions, thus fairly representing an unselected sample of college students, freshmen excepted. Other age and occupational groups may require somewhat different standards for comparison.

| Decile | Degree of Ascendancy-Submission | Form for Men | Form for Women |
|--------|---------------------------------|-------------------|--------------------|
| 1 | A 4 | +81 (+64*) to +23 | +112 (+87*) to +41 |
| 2 | A 3 | +22 to +15 | +40 to +33 |
| 3 | A 2 | +14 to +10 | +32 to +25 |
| 4 | A 1 | +9 to +5 | +24 to +19 |
| 5 | Average | +4 to 0 | +18 to +14 |
| 6 | Average | -1 to -4 | +13 to +9 |
| 7 | S 1 | -5 to -9 | +8 to +4 |
| 8 | S 2 | -10 to -16 | +3 to -2 |
| 9 | S 3 | -17 to -24 | -3 to -11 |
| 10 | S 4 | -25 to (-55*) -79 | -12 to (-57*) -91 |

Central Tendencies

| | Form for Men | Form for Women |
|--------|--------------|----------------|
| Mean | -0.31 | +14.32 |
| Median | +0.30 | +14.21 |

* Figures marked with asterisk indicate the extreme values actually obtained with the A-S Reaction Study.

RELIABILITY AND VALIDITY

For a discussion of the reliability and validity of the study the reader is referred to the article cited at the beginning of this pamphlet. It is sufficient here to record the approximate reliability for the Form for Men as .74, for the Form for Women, .78. Concerning validity, there is greater question, owing to the lack of a suitable criterion for validation. Using ratings, a criterion notably subject to error, various correlations have yielded coefficients ranging from +.29 to +.79. The ultimate validity of the study will in all probability be established only in terms of its practical success in vocational guidance, clinical and personnel work, and other forms of personality study (cf. also M. E. Broom, *J. Applied Psychology*, 1930, 14, 405-13).

SUGGESTED USES

Cautions. It is strongly urged that the scores obtained from the use of the A-S Reaction Study be regarded as suggestive rather than conclusive. Those who wish to make practical use of these scores should bear in mind (a) the need of validation by other criteria of ascendancy-submission, and (b) personality factors other than ascendancy-submission which are present

in most social relationships. An example of the point last mentioned is to be found in leadership; for individuals often qualify as leaders through intelligence, experience, literary capacity, or other characteristics which may be quite independent of ascendance-submission. It is the hope of the authors that the present study may be used primarily as a basis of future research in the measurement of personality, rather than as a hard and fast criterion for social guidance.

With these precautions in mind, a few suggestions may be made for those who are interested in some practical or theoretical application of the study.

Self-knowledge. An individual who desires a better understanding of himself and an evaluation of his traits may profit by the use of the A-S Reaction Study, since it affords him an objective basis of comparison with other persons of his own class. This gain in insight will be greater when the score is supplemented by interviews with instructors, personnel officers, or associates with whom one can discuss personal questions in an objective manner.

One concrete example of the application of the study in this field of work may be cited. After isolating in a group of 500 students the twenty-five most extreme cases of ascendance and submission, Sister Mary Aquinas McLaughlin discovered that with intensive personal work for a period of approximately six months, striking changes in these traits could be produced. Success was more marked for submissive than for ascendant subjects, and more rapidly achieved when the environmental factors operative in building up the traits were ascertainable.

Suggestions for Choice of Vocation. The following are to be considered merely as common-sense estimates of the vocations in which ascendance or submission would be useful qualities. Each of these vocations requires special capacities or social traits in addition to ascendance-submission. The A-S Reaction Study score may of course be suggestive; but no one should use it in undertaking vocational guidance without due consideration of these other factors.

A young woman with a submissive score might not find herself at a disadvantage in such occupations as librarianship, nursing, secretarial or clerical work, editorial work, domestic science, dentistry, dress-designing or millinery, pharmacy, teaching, statistics, research, or any form of literary or artistic activity. On the other hand, women with high scores, *if they have other requisite qualifications*, might safely consider salesmanship, social work, reportorial work, the management of clubs, tearooms or stores, law, medicine, personnel work, soliciting, or executive and administrative

work. Men with submissive scores, *other traits being favorable*, might logically consider college teaching, architecture, art, farming, bookkeeping, banking, dentistry, editing, writing, music, secretaryship, mechanics, etc. Those who are ascendant in their scores would perhaps have a special advantage in salesmanship, executive work, factory management, law, politics, organizing, and kindred occupations.

Vocational Selection and Placement. The scale may be found to possess a certain utility in personnel administration. Salesmen, foremen, and executives, at least in many cases, may well be chosen from among ascendant personalities.

In a study of executives in a large chain store the following results were obtained:

| | No. of cases | Median | Mean |
|-------------------------|--------------|--------|--------|
| General managers..... | 20 | +21 | +21.50 |
| Store managers..... | 21 | +18 | +14.14 |
| Assistant managers..... | 15 | + 3 | + 9.13 |
| Floormen..... | 31 | + 3 | + 4.32 |
| All executives..... | 87 | +10 | +11.48 |

In connection with the civil service of a large mid-western city, M. Levine found that 29 city executives had an average score of +17.1; whereas 31 water-meter readers averaged -0.9. In another group composed of 52 men recently out of college, selected for training in salesmanship, W. L. Cornwell found an average score of +13.9. From another large industry J. M. Elliott reported that the median score in a group of 47 men in the manufacturing department was +5, whereas 29 men in the lower supervisory positions of the sales force had a median score of +28. In this study the men in the *highest* executive positions on the sales force had somewhat lower, though still ascendant, scores. Among 83 Y.M.C.A. secretaries, L. W. Bartlett found a median score of +12.

These studies, all based on the Form for Men and as yet unpublished, indicate that the present test may serve as a partial criterion for the selection of candidates for executive appointments or training. In these studies it is interesting to note that age does not play the decisive rôle in determining the score, and that though the situations are designed primarily for college students, it is not impracticable to apply the scale to industrial groups.

Classroom and Research Uses. The authors have found the A-S Reaction Study serviceable and interesting when used in courses in elementary psychology, social psychology, and the psychology of personality. They hope also that it may contribute to the technique of investigations in leadership

and similar sociological fields. In personality research in which it is desired to determine the ascendance of individuals for purposes of correlation the present study may take the place of rating scales, affording a more convenient and perhaps a more accurate measurement of the trait concerned.

Certain results of interest to investigators using this scale for research in personality may be briefly mentioned. On the relation between submission and introversion, M. Levine (using Laird's Personal Inventory, C2) reports an r of $+.25$; I. Bender (using an adaptation of Heidebreder's questionnaire) obtained an r of $+.38$; between submission and neurotic tendency as measured by the Thurstone scale, an r of $+.25$ was found (*J. Soc. Psychol.*, 1930, 1, 4). G. B. Vetter (*J. Abn. & Soc. Psychol.*, 1930, 25, 149-89) discovered ascendance to be characteristic of typical and conservative men, and of radical women.

I. Bender (*J. Abn. & Soc. Psychol.*, 1928, 23, 137-43) found no significant correlation between the scores and factors of height, weight, intelligence, scholarship, position in family, or class in college. H. W. Rogers likewise reports the absence of relationship between the results of the test and various criteria of intelligence. These findings suggest that ascendance and submission are relatively distinct traits and should not be loosely identified with other variables in personality.

With regard to racial groups, P. Cooper (*Soc. Forces*, 1930, 8, 425-26) discovers no significant difference between the scores of negroes and whites. G. Vetter, working with 230 Jewish students and 51 Gentile students in New York City, finds that 40 per cent of the first group fall into the three most ascendant deciles as compared with 25 per cent of the second group. In the most submissive three deciles were 26 per cent of the Jewish students and 33 per cent of the Gentile.

ACKNOWLEDGMENTS AND COMMUNICATIONS

The original scale and the present revision of the pamphlet were made possible by the generous coöperation of many psychologists and other research workers. The list of contributors is unfortunately too long to permit an individual mention of their names even though the authors feel personally indebted to each one.

If users of the A-S Reaction Study will continue to send in a statement of the distribution of scores and of the nature of the group to which the scale was given, the authors will be very grateful. Inquiries, criticisms, correlations obtained, and other results of experience with the study will be equally welcomed. Address communications to G. W. Allport, Emerson Hall, Harvard University, Cambridge, Massachusetts.

PRESSEY X-O TESTS

FOR

INVESTIGATING THE EMOTIONS

DIRECTIONS FOR GIVING AND SCORING
AND

FIRST NORMS
Adult and Child Forms
(FORMS A AND B)

FORM A

Purpose of the Tests

The scale has been developed with two uses especially in mind.

- (1) The tests should make a very convenient means for research in dealing with delinquents, neurotics, or other atypical individuals, where disorder of the emotions and sentiments may be expected.
- (2) They should prove distinctly interesting for use in classes in psychology and in the laboratory as a basis for the study of sex and individual differences, affective and moral judgment, and emotional make-up.

Directions for Giving

Pass out the test quickly, telling the subjects to "read the directions, and do what they tell you to do." Refuse to answer questions. Tell the subjects "If you are not sure of anything, just guess, and do the best you can." Note the time of beginning the examination. Keep close watch of the subjects to be sure there is no conversation. Toward the close of the examination remark, "Be sure to raise your hand when you have finished." Then, when a subject finishes, collect his paper, marking down total time on the "time" line under the name, and making sure that the name has been signed.

It has been found that occasional confusion in understanding the directions may be avoided by giving the subjects the following oral directions after the subjects have started work on the first test, and thus have had an opportunity to read over the printed directions.

Attention to me for a moment! Be sure to read the directions very carefully and do exactly what you are told to do. Notice that in the first part of each test you may cross out as many or as few words as you wish. But in the second part of each test (these directions are at the bottom of each page) you are to draw a line around **one** and **only one** word in each list. Be sure and follow these directions exactly — otherwise your record will not be satisfactory.

C. H. STOELTING CO.

MANUFACTURERS—PUBLISHERS—IMPORTERS—EXPORTERS
PSYCHOLOGICAL and PHYSIOLOGICAL
APPARATUS and SUPPLIES

3037-3047 CARROLL AVE.

CHICAGO, ILL., U.S.A.

Directions for Scoring:

In scoring, count the total number of words crossed out, in each test, and write the number on the "total" line (t.....), which appears at the top of each page. The sum of these totals makes up the "total affectivity" score. Then count the number of deviations from the word commonly chosen, in drawing a line around. Enter this on the "deviation" line, (d.....) also at the top of the page. The sum of the deviations makes up the "total idiocyn-cracy" score. (First standards for most common choice and tentative norms are given below.)

It should be understood, however, that not the total ratings, but analysis of performance on the separate items is the most important matter. Each paper should be carefully studied with reference to any peculiarities in choice of words circled or crossed. Most interesting of all, for this purpose, is tabulation of words crossed out, on each test, and development of differential units (see "First Data", below.)

As a convenience in going over papers, certain hidden classification schemes have been employed.

So if careless or flippant work is suspected, the number of "jokers" crossed out on the first and second tests should be noted. They appear as the last word in the first list, 4th in the second, etc. (So, the jokers on the first test are, "aunt, sidewalk, wonder, nome, pride, city, etc.") In fact, all the words in the first and fourth tests have been arranged according to a set scheme. In Test I the words of the test — excluding the jokers — are divided into four classes — disgust, fear, sex, and self-feeling words. One word of each class appears in each line. They are arranged according to the same scheme as the jokers. So, the sex words are: sex, divorce, naked, hug, etc. In Test IV the "worries" have been classified as they might appeal to five classes of people, — the suspicious (paranoid), "jumpy" (neurotic), self-conscious (shut-in personality), melancholic, and hyperchondriacal. The scheme of position runs, 5 3 1 4 2, — (so the hyperchondriacal words are germ, heart-failure, sickness, dizziness, operation, etc.) These classifications will be found interesting in making analyses.

FIRST DATA.

Results from 114 college students (58 women and 56 men) gave results as follows:

Total number of words crossed out: 25 percentile 200, median 230, 75 percentile 260. The 25 percentiles, medians, and 75 percentiles in order for the separate tests run as follows: Test I, 27, 41, 52; test II, 41, 55, 70; test III, 60, 73, 86; test IV, 33, 46, 55. Total jokers crossed out on first test 0.91; 1.16; 2.6; 3.1. Apparently more than 4 jokers crossed out may be considered evidence of failure to understand directions satisfactorily, or of lack of cooperation. Jokers on the second test are of no significance.

Total deviations from modal word in word circled: 25 percentile 41.6, median 47.2; 75 percentile 51.7. The 25 percentiles, medians, and 75 percentiles in order for the separate tests run as follows: Test I, 9, 11, 13; test II, 8, 10, 12; test III, 10, 13, 16; test IV, 13, 15, 17. Modal choices run as follows: Test I: disgust, divorce, spit, rotting, insult, street-walker, cruel, dirty, sewer, drunk, stink, filthy, suck, illegitimate, vomit, cheat, slash, kill, sin, assault, abortion, pus, pox, disgrace, indecent; test II, flower, light, naked, queen, worry, dark, strong, high, brave, truth, beautiful, baby, girl, chills, worms, figure, unfair, horrors, suspect, disappointment, trick, work, children, country, water; test III: swearing, hate, ignorance, careless, bad-mannered, snob, prostitute, lynching, smutty, thoughtless, divorce, illegitimate, stupid, immodest, indecent, chewing, stingy, street-walker, dope-fiend, strike, broker, quitter, gossip, nagging, brutal; test IV: self-consciousness, clothes, money, religion.

sin, accidents, insult, God, blues, unfairness, depression, loneliness, temper, business, syphilis, disease, forgetfulness, worry, fault-finding, medicine, tuberculosis, nervousness, habits, teacher, awkwardness.

It is very strongly urged, however, that those using the test do not stop with these totals, but **analyze**, particularly as to per cent, crossing out each word. As an example of the remarkable results which may be achieved by such analyses, and the use of differential groups, the following results of an attempt to accentuate sex differences are presented. The totals in number of words crossed out showed no definite differences between the sexes.

However, the ten words were found, on each test, crossed out most often by the women as compared with the men; the analagous ten words crossed out most often by the men were also found. And the rating of each subject was expressed at total crossed out, of the women's ten words, less total crossed out of the men's ten. The results, for tests I, III and IV combined run as follows:

Differential Score.

| | | | | | | | | | | | | | | |
|-------|-----|-----|----|----|----|----|---|----|---|----|---|---|----|-----|
| -14 | -12 | -10 | -8 | -6 | -4 | -2 | 0 | 1 | 3 | 5 | 7 | 9 | 11 | 13 |
| Women | | | | | | | | | | | | | | |
| 3 | 5 | 6 | 9 | 8 | 6 | 7 | 7 | 12 | 8 | 10 | 7 | 8 | 2 | 1 |
| | | | | | | | | | | | | | | Men |

(For a more full discussion regarding the test see the Journal of Abnormal Psychology, for April, 1921.)

FORM B.

(Simplified and expurgated especially with reference to use in the public schools.)

Directions for Giving

Pass out the blanks quickly, saying, "Read the directions and do what they tell you to do." Collect each pupil's paper as soon as he has finished. The time taken to complete the examination may be noted, but unless the time is excessive it is of little importance.

Do not answer any questions regarding the meaning of words, the definition of "wrong", etc. Simply tell the pupils to do what the directions tell them to do as best they can. Make certain, however, that the directions on the last page are understood; explain them further if necessary. Be sure that each pupil has a line around one word in each line, on each test, when he hands in his blank.

Directions for Scoring

Total emotionality. First count up the total number of words crossed out on each test. Pay no attention at this time to the words circled. Write the total in the space at the top of the page called "t.". The median number of words crossed out by college students is: For test 1—68; for test 2—34; for test 3—64; for all three tests combined—168. Scores above 97 or below 40—Test 1; above 65 or below 15—Test 2; above 90 or below 36—Test 3; may be considered abnormal. These figures represent the 10 and 90 percentiles. Medians for Freshmen, Sophomores, Juniors and Seniors in High School are respectively as follows: for Test 1—70, 67, 72, 58; for Test 2—24, 31, 38, 38; for Test 3—40, 46, 61, 68; for all three tests—137, 165, 175, 170.

Judgment. The most common choices in words circled (by 388 college students) run as follows:

For Test 1. Begging, laziness, stinginess, fibbing, boasting, stubbornness, debt, war, cad, thoughtlessness, divorce, cowardice, cribbing, immodesty, snob, idleness, sham, greediness, swiping, lawlessness, yellowness, gossip, bribery, dirtiness, flunking.

For Test 2. School, sin, sickness, self-consciousness, money, nervousness, habits, weakness, enemies, rivals, longings, reciting, lessons, friends, morals, jealousy, stupidity, lies, blushing, burglars, family, health, disposition, germs, flightiness.

For Test 3. Boating, camping, Edison, athletic girls, dancing, talking, singing, jazz, leaders, games, socials, coffee, sleeping, musicians, Hamlet, church, science, sports, college, business-men, books, electricity, doctors, country, racing.

In scoring for judgment, simply count up the number of lines in which the pupil has circled some other word than the modal word mentioned above. The total number of such deviations from the modal choice make up the "judgment" or "deviation" score and should be written in at the top of the page at "d.". The average amount of deviation for college students is: for Test 1—12; Test 2—16; Test 3—15. For the years of high school in order as above: Test 1—17, 16, 15, 13; Test 2—18, 18, 16, 15; Test 3—18, 17, 16, 16. The total deviation—or sum of the deviations on the separate tests is: for college students—41; for the years of high school—53, 51, 48, 46.

In general, a high deviation may be considered to indicate immaturity or peculiarity of judgment or temperament.

QUALITATIVE INTERPRETATION OF RESULTS

After the above scores have been found go over the results in detail with special attention to peculiar choices of words circled. The peculiar choices are likely to indicate some emotional peculiarity and may well serve for the starting point for further study and questioning of the individual. The peculiar choices of persons in reform schools, and other institutions, are now being considered and will be available shortly.

Systematic analysis by item, and the development of "differential groups" is, as with the adult form, desirable when possible. As illustrative of what may be done in this way it may be said that a correlation of .43 has been thus obtained between such a differential group and grades in college. The correlation between these same grades and scores on a group intelligence scale was .40. A combination of intelligence and X-O scores gave a correlation with grades of .52. A differential unit for determining "emotional age" is now being worked upon. Information regarding these differential units will be gladly supplied to any wishing to make use of them.

All questions with regard to the tests should be sent to S. L. Pressey, Department of Psychology, Ohio State University, Columbus, Ohio. All orders for blanks should be sent to C. H. Stoelting Co., 3037-3047 Carroll Avenue, Chicago, Ill. Mention that you wish Form A—or form B.

Manual for the H-H Reaction Study

This questionnaire was created for the purpose of obtaining a relative indication of physical vitality. It is not, in any sense, conclusive. In fact, it is more correctly called an experiment along lines that have not previously been attempted. Any further experiments with this questionnaire, or developments from this questionnaire, will be welcomed.

The test, as given, was developed by observing people who appeared to be particularly active, and others who appeared to be particularly inactive. The activities observed were cast into question form so that the questions could be answered by "Yes" or "No", or by multiple-choice indication by checking.

The test was then given to 94 unselected college sophomores. They were then requested to rate several members of their class by choosing one or two people for each of the following categories: (1) unusually active, (2) slightly above average in physical vitality, (3) slightly below average in physical vitality, and (4) unusually slow and lacking in vitality.

There was very little agreement between the various student ratings. An individual might be rated as very low by one student, slightly below by another, slightly

above by another, and way above by another.

By crossing out a name every time that name appeared in a contrasting column a final list remained that corresponded roughly to the test scores. Many of those who were rated "high" by their classmates had high marks in the test, and many of those rated "low" by their classmates had low scores, or minus scores, on the test. The results were not all favorable. In general girls were rated as possessing more vitality than boys--this rating by both sexes.

Directions for Administering

Pass out the tests. Tell the subjects to notice the directions at the top of the page while you read the directions aloud. Then say, "This is a study of some of your habitual physical reactions, not mental". "Begin". After that no directions should be given. If a person does not know what to do tell him to guess.

Scoring

The numerical values for each question are given on the following pages. Add the numbers and the algebraic sum is the H-H rating.

Norms

The 94 students who originally took this test gave the following results: 25th percentile, 3.36:

median, 8.598; 75th percentile, 10.07. The highest score was 22, and the lowest -15.

There is a general "halo" effect of activity that puts all scores up a few points (as given by the present question values). This may be corrected by subtracting a constant amount. It appears that -8 would bring the above median very close to the 0 point and establish this point as average.

The makes of this test will be pleased to hear of any further experiments with this material, and also norms of any other group that may at any time take it.

Developed by C.W.Dow for the class in "Special Problems in Psychology" under Professor Harry W. Glick at Massachusetts State College, first semester 1936-37.

H - H Reaction Study

Name _____

Score _____

Part I

In the following questions two answers are given, "Yes" and "No." Draw a circle around one answer, and only one, for each question.

1. Do you walk the floor when you are working out a difficult problem? +1 Yes No -1
2. Do your friends consider you an active person? +1 Yes No -1
3. Do you "twiddle your thumbs," turn a pencil over and over, or play with a coin etc., when thinking intently about some matter or problem? +1 Yes No -1
4. Do you habitually work at, or near, your highest level of energy? +1 Yes No -1
5. Do you participate in any of the following fairly regularly: soccer, tennis, hockey, 100 or 50 yard dashes? +1 Yes No 0
6. Do you "throw yourself into" most things that you do, and do them with enthusiasm? +1 Yes No -1
7. Do you like to do very active things such as rapid mountain climbing, running, very fast walking, etc., just for the fun of expending energy? +1 Yes No -1
8. Do your friends sometimes consider you a very active person? +2 Yes No 0
9. In general, do you like to do things with "vim, vigor and vitality" ? +1 Yes No -1
10. In general, do you put "vim, vigor and vitality" into your activities. +2 Yes No -2
11. Have your friends ever told you that you talk too rapidly? +1 Yes No 0
13. Have your friends ever told you that you talk too slowly? -1 Yes No 0
14. Do you have a general dislike for most forms of physical activity? -2 Yes No 0

Part II

In the following questions put a check mark in the one blank that indicates your preference or behavior. Check only one.

1. Would you rather go for a short brisk walk +1, or would you rather take a slow stroll -1?
2. If you go swimming, do you prefer to swim very rapidly for a short time +1, or do you prefer to swim leisurely for a longer period of time -1?
3. Which of these is your general level of activity?
rapid +1 medium 0 slow -1
4. Do you often sit still for long periods of time -1, or do you find that you frequently have to get up and move about +2?
5. How does your average walk compare with others?
more rapid +1 about the same 0 slower -1
6. Do you "yell yourself hoarse" at games you attend, such as: football, baseball, or any favorite sport or recreation?
usually +2, frequently +1, occasionally 0, never -1.
7. How does your average conversation compare with others?
more rapid +1, about the same 0 slower -1
8. When you have a task that you dislike, do you give all of your energies to it?
almost always +2 usually +1 rarely -1 almost never -2
9. Which of the following three statements gives the most accurate description of you, as a person?
 1. Calm, cool, collected, seldom enthusiastic -1
 2. Moderately calm, with moderate enthusiasms 0
 3. Very enthusiastic, much vitality +1
10. Which one of the above would you like to have as the most accurate description of you? Number repeat rating of No. 9.
11. When you have a task that you like, do you give all of your energies to it?
almost always +2 usually +1 rarely -1 almost never -2.

SCORES

Part I _____

Part II _____

TOTAL _____

APPENDIX C

Assignments for the six groups.

ASSIGNMENTS GROUP I

1. Four-minute extempore speech on a topic of general interest. Choice of subject determined by student. Purpose: generally to inform, rarely to persuade.
2. As Above.
3. As above .
4. As above.
5. Brief passages of verse, selected by the student, memorized word for word and interpreted before the class.
6. Extempore critique of the poem in 5.
7. As in 5.
8. As in 6.
9. An extempore talk as in 1.
10. Final examination. Written critique by the student, of his own manner of speech, based on comments of both class and instructor.

Reported by Mr. Vernon Helming, Instructor in
Public Speaking at Massachusetts State College.

ASSIGNMENTS GROUP II

1. Written speech; controversial subject, with attempt to disantagonize audience.
2. Same, - spoken - with notes, but not read or memorized.
3. Same as No. 1.
4. Same as No. 2.
5. Reading from Shakespeare.
6. Reading from sonnets.

Reported by Professor Stewart L. Garrison, head of the Department of Public Speaking at Amherst College.

ASSIGNMENTS GROUP III

1. A five-minute extempore speech on a topic of personal interest or experience. Suggestions for talk given in "Basic Principles of Speech" by Sarett and Foster; Chapters 1 and 3.
2. A short paper discussing bodily action, and based upon Chapter 5 of the class text, named above.
3. A five-minute speech (extempore) for directness and conversational spirit as suggested in Chapter 4 of the class text.
4. A four-minute pantomime to acquaint the student with the importance of bodily action in speaking as suggested in Chapter 6 of the class text.
5. A five-minute speech applying the principles previously studied, plus those in Chapter 7 of the text.
6. A poem or sonnet chosen from "The Literature of England" by Woods, Watt and Anderson; memorized and interpreted before the class.
7. Same as No. 6 with another poem from same book.
8. Three-minute talk on any subject. Timed to exactly three minutes.
9. Final examination - written.

Reported by C. W. Dow, instructor in Public Speaking at Massachusetts State College.

ASSIGNMENTS GROUP IV

1. extemporaneous.
2. Impromptu.
3. Inform.
4. Convince.
5. Entertain.
6. Group Discussion.
7. Good Will.
8. Tribute.
9. Convince.
10. Convince.
11. Convince.
12. Tribute (written)

Reported by Miss Louise Jewett, Instructor in
Public Speaking at Mount Holyoke College.

ASSIGNMENTS GROUP V

1. Autobiographical discussion of prejudice - extemporaneous. Written out, but not read or memorized.
2. Discussion of kinds of thinking - also autobiographical and extemporaneous. Written out, but not read or memorized.
3. Discussion of ways of holding attention of an audience - based upon Overstreet's "Influencing Human Behavior".
4. Illustration of No. 3, using an expository subject. Same technique as above; written out, but not read or memorized.
5. Discussion of appealing to an audience's wants - also based on Overstreet. Same technique as above.
6. Illustration of No. 5, - same technique as before.
7. Discussion of Thouless', "Straight and Crooked Thinking", Chapters 1 - 3, with examples found in political oratory of this past election.
8. Illustration of the proper use of "emotionally toned words" discussed in No. 7.
9. Discussion of Thouless, Chapters 4-6.
10. Illustrations as in No. 8.
11. Discussion of Thouless, Chapters 7-9.
12. Illustration of No. 11
13. Discussion of Thouless, Chapters 10-12.

(Assignments Group V, continued)

14. Illustration of No. 13.

15. Midyear Examination.

Reported by Professor Garrison of Amherst College.

ASSIGNMENTS GROUP VI

1. A ten-minute, extemporaneous speech in which the speaker introduced himself to the audience. Suggestions for good speaking in Overstreet's "Influencing Human Behavior", Chapters 1 and 4, to be applied.
2. A ten-minute speech to actuate - carefully outlined as suggested by Monroe in "Principles and Types of Speech", but not memorized.
3. A ten-minute, extemporaneous speech to inform - based upon Monroe, chapter 2, and Overstreet, chapter 14.
4. A five- or six-minute talk on effective wording and attention factors as shown in some recent magazine advertisement.
5. A ten-minute speech to entertain, following the usual procedure of outlining and reading in Monroe, chapter 13, and chapter 15 in Overstreet.
6. A ten-minute speech to convince - based upon chapters 11 and 16 in Monroe.

7. A ten-minute speech on a controversial issue with an attempt to "dissuade" the audience. Questions answered by the speaker at the close of his talk. Reading of chapter 17 in Monroe.
8. Two students worked together and prepared an interview. These were presented before the class and then class criticism was given.
9. Speech to secure good-will. A ten-minute, extempore speech based upon Monroe, chapter 20, and Overstreet, chapter 12.
10. A fifty-minute groups discussion by seven members of the class on a problem of general interest. Suggestions in Monroe, chapters 24 and 25, and in Overstreet, chapters 10 and 11.
11. As in 10, for the other six members of the class.
12. Final examination - written.

, Approved by

W. H. Welles

Franklin P. Rand

William L. Doran

Graduate Committee

Date Apr. 29/37

